

ATTACHMENT

MARYLAND
TEACHER STAFFING REPORT
2004 - 2006

**Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
August 2004**

Website: www.marylandpublicschools.org

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200 West Baltimore Street
Baltimore, Maryland 21201-2595**

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Robert L. Ehrlich, Jr., *Governor*

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Executive Summary

The annual *Maryland Teacher Staffing Report, 2004-2006*, provides information about teacher candidates completing programs from Maryland institutions of higher education and the hiring needs of local school systems. The report outlines also a number of critical incentives and strategies for the recruitment and retention of quality teachers for Maryland public schools.

The Maryland State Department of Education identifies teaching areas of critical shortage and jurisdictions as geographic areas of projected shortage of teachers. Students in Maryland preparing to become teachers in a critical shortage area are eligible to receive tuition assistance. Two recommendations are being presented to the State Board of Education pursuant to §18-703 of the Annotated Code of Maryland. Additionally, the report presents a third recommendation concerning gender and diversity. It is recommended that:

Recommendation 1: The Maryland State Board of Education declare the following content areas as critical shortage areas:

- Career and technology education areas (7-12);
 - Business education,
 - Family and consumer sciences,
 - Health occupations, and
 - Technology education.
- Computer science (9-12);
- English for speakers of other languages (ESOL), (Pre-K-12);
- Foreign languages (7-12);
 - German,
 - Spanish, and
 - Latin.
- Mathematics (7-12);

- Science areas (7-12);
 - Chemistry,
 - Earth/space,
 - Physical science, and
 - Physics.

- Special education areas;
 - Generic: infant/primary (birth-grade 3),
 - Generic: elementary/middle – grades 1-8,
 - Generic: secondary/adult (grades 6 – adult),
 - Hearing impaired,
 - Severely and profoundly disabled, and
 - Visually impaired.

Recommendation 2: The Maryland State Board of Education declare the following 24

Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

- | | |
|------------------------|----------------------------|
| 1. Allegany County | 13. Harford County |
| 2. Anne Arundel County | 14. Howard County |
| 3. Baltimore City | 15. Kent County |
| 4. Baltimore County | 16. Montgomery County |
| 5. Calvert County | 17. Prince George's County |
| 6. Caroline County | 18. Queen Anne's County |
| 7. Carroll County | 19. St. Mary's County |
| 8. Cecil County | 20. Somerset County |
| 9. Charles County | 21. Talbot County |
| 10. Dorchester County | 22. Washington County |
| 11. Frederick County | 23. Wicomico County |
| 12. Garrett County | 24. Worcester County |

Recommendation 3: The Maryland State Board of Education declare a shortage of teachers who are males and teachers who are members of minority groups.

INTRODUCTION

The *Maryland Teacher Staffing Report, 2004-2006*, is an annual study conducted by the Maryland State Department of Education (MSDE) in conjunction with local school systems and institutions of higher education with teacher preparation programs. The study began as a response to the 1984 legislation establishing tuition assistance for Maryland college students who are preparing to teach in critical shortage content areas.

The legislation provides for an annual declaration of teaching fields that are considered to be critical content shortage areas; subsequent legislation (1986) added identification of geographic areas experiencing teacher shortage. (See Appendix A for §18-703 *Sharon Christa McAuliffe Memorial Teacher Education Award*.)

The legislation states that there will be a “certification for areas of critical and geographic shortage by the State Superintendent of Schools who shall project annually the number of vacancies for employment expected and the number of students expected to graduate from programs qualifying them to teach in these fields during this same period. The Superintendent shall certify annually to the State Scholarship Administration those programs that continue to be areas of critical or geographic shortage as evidenced by projected employment vacancies substantially exceeding projected qualified graduates” (*Annotated Code of Maryland* §18-703).

Sharon Christa McAuliffe Memorial Teacher Education Award

Individuals who would like to teach in Maryland in the identified critical shortage areas may apply for the Sharon Christa McAuliffe Memorial Teacher Education Award, named after the first teacher in space. This tuition assistance award, administered by the Maryland State Scholarship Administration, allocated in FY 2004 a total of \$574,027 (down from \$620,570 in 2003 and \$911,000 in 2002). In 2003-2004, there were 66 applications for this award with 59 meeting the requirements; 19 have been awarded to date for the fall 2004 semester. The award can provide up to \$15,900 per academic year toward tuition, fees, room, and board. Students who accept a scholarship promise to teach in a Maryland public school in a critical shortage area, one year for each year the award is received. Applications are available from MHEC at 1-800-974-1024. For more information visit their website: <http://www.mhec.state.md.us>.

Federal Student Loans

Federal student loan repayments may be affected by a state's critical shortage areas. Each state certifies their critical shortage areas to the United States Department of Education. This may qualify students for deferment of loan repayment and/or loan forgiveness, under the federal Stafford and Supplemental Loans for Students Programs, if teaching in a critical shortage area. This designation also permits students who qualify as Douglas scholars, under the Paul Douglas Teacher Scholarship Program, to receive a reduction in their teaching obligation years. More information on federal programs and their specific requirements can be obtained through the Federal Student Aid Hotline at 1-800-4FED-AID or by visiting their website at <http://www.fafsa.ed.gov>.

Overview of the Report

The Maryland Teacher Staffing Report, 2004-2006, is divided into six sections. A brief description of each section is provided below.

Section I: Incentives and Strategies for the Recruitment and Retention of Quality Teachers and Principals

The first section of the report discusses scholarship programs and other incentives and strategies currently available to attract, recruit, and retain quality teachers and principals for Maryland's public schools. This section lists state scholarships, state initiatives, and federal and national programs for teachers.

Section II: Staffing Patterns by Certification Categories

This section describes the fall 2003 teacher staffing data (the most current data available) by content area, and the projection data for the following two school years (2004-2005 and 2005-2006). The report includes information on whether the new hires are beginning or experienced teachers, and whether they were prepared in-state or out-of-state. Local school system personnel supply this data.

Section III: Geographic Areas of Projected Shortage

This section cites the legislation that provides for the identification of geographic areas of projected shortage. Included are the procedures, describing how the projected areas of geographic shortages are identified, and the survey results from the 24 local school system superintendents.

Section IV: Maryland-Prepared Teacher Candidates by Certification Area and Institution

This section provides data on the number of 2002-2003 teacher candidates from the 23 Maryland colleges and universities with approved teacher preparation programs. These teacher candidates, both undergraduate and post-baccalaureate, are those eligible for initial teacher certification in Maryland, pending satisfactory performance on all state required certification assessments. Many of these candidates were the new hires for the local school systems in the fall of 2003. A projection of candidates by content area for the two school years (2003-2004 and 2004-2005) is provided.

Section V: Minority and Gender Data

This section presents analyses of minority teacher candidates by content area and trend data on minority candidates for the last five years (1999-2000 to 2003-2004). It presents also the number of minority hires by content area and trend data on minority hires for the past five years. The section reports also on gender data for new hires for fall 2003 and teacher candidates for 2002-2003.

Section VI: Recommendations for the Maryland State Board of Education

This section provides recommendations for consideration by the Maryland State Board of Education. These recommendations include identification of teaching fields that are areas of critical shortage, local school system jurisdictions that qualify as areas of geographic shortage, and identification of shortages of minority teachers and males.

SECTION I: INCENTIVES AND STRATEGIES FOR THE RECRUITMENT AND RETENTION OF QUALITY TEACHERS AND PRINCIPALS

Maryland, like many other states, is faced with a shortage of qualified applicants to fill teacher vacancies in several content areas; an aging teacher population; teacher retention problems, especially in the first five years of teaching; and rising K-12 student enrollments. Numerous vitally important teacher quality incentives and strategies are available to address these issues. An overview of existing incentives and strategies is provided below in the categories of state scholarships, state initiatives and federal and national programs.

State Scholarships

Sharon Christa McAuliffe Memorial Teacher Education Award

This state award is a tuition assistance program named for the first teacher in the United States space program, Sharon Christa McAuliffe. The award provides funding for full- or part-time students to pursue Maryland teacher certification in a critical shortage area. Applicants must meet one of the following criteria:

- Be an undergraduate who will have 60 credit hours by the beginning of the first award year;
- Be a degree-holding applicant who possesses a bachelor's or higher degree and is not certified in a critical shortage area; or
- Be a classroom teacher who is not certified in a critical shortage subject area.

In addition, an applicant must be:

- A Maryland resident with a cumulative grade point average of 3.0; and
- Attending or planning to attend a Maryland higher education institution with an approved teacher education program in the critical shortage area of interest.

The maximum amount of the award for 2004-2005 will be \$15,900. The law states that this award may not exceed the annual tuition and mandatory fees (and room and board, if applicable) of a resident undergraduate student at the University of Maryland Baltimore County. Since July 1, 2002, this award may be used with any other sponsored student financial aid as long as the two combined do not exceed \$16,800. Additional information is available from the Maryland Higher Education Commission (MHEC), State Scholarship Administration, at 410-260-4565, toll-free at 1-800-974-1024, or the website at www.mhec.state.md.us.

The Distinguished Scholar Teacher Education Program

This merit-based award program, available only to Distinguished Scholar Award recipients, is designed to provide additional financial incentives to attract highly able students to Maryland's teacher preparation programs. Each Distinguished Scholar Award recipient receives \$3,000, and the Distinguished Scholar Teacher Education Program increases the total award by an additional \$3,000 for those who want to become teachers. This award provides scholarship support for students meeting eligibility requirements. Additional information about the Distinguished Scholar Award can be obtained by calling the State Scholarship Administration at 410-260-4565, toll-free at 1-800-974-1024, or the website at www.mhec.state.md.us.

State Initiatives

Quality Teacher Work Group of 2002-2003

In response to the *Maryland Teacher Staffing Report, 2002-2004*, a Quality Teacher Work Group was formed to make recommendations to the Board concerning the following three issues: (1) ways to ensure high quality teachers in low performing schools; (2) ways to staff areas of critical teacher shortage; and (3) the need for aggressive recruitment and retention strategies. The Quality Teacher Work Group, chaired by Dr. Edward Root, State Board President, issued its final report in February 2003, and an Implementation Plan developed in April 2003 identified lead persons responsible for implementing 26 recommendations and appropriate timelines. Below are select recommendations and progress to date. The full report is available at:

<http://msde.state.md.us/paab/pdf/Quality%20Teacher%20Work%20Group%20Final%20Report.pdf>.

- Recommendation 1: By July 1, 2009, all newly hired teachers in Maryland will have completed approved teacher education programs. The State will encourage the development of additional alternative programs using a common set of standards that lead to certification.

Progress:

- Regulatory changes have been proposed to better align the RTC with Maryland Approved Programs (MAP).
- A *Transition to Teaching Grant*, Maryland's Alternative Route to Certification Options (MARCO), is under way and funded for five years.
- Recommendation 10: The Maryland State Board of Education (MSBE) directs MSDE to create a middle school certification endorsement for incumbent teachers who have a minimum of 30 credits in an academic content area OR pass the content portion of Praxis II for that field.

Progress:

- In June 2003 the MSBE adopted regulations that permit professionally certified personnel to add endorsements by passing the Praxis II content tests.
- In July 2004 a Middle School Certification Committee was convened to make recommendations for revising and implementing initial middle school certification regulation and providing program recommendations to the colleges and universities.
- Recommendation 14: The MSBE should endorse the Associate of Arts in Teaching (AAT) degree and support the writing of outcomes in secondary content areas, special education, and early childhood..

Progress:

- The State Board endorsed the AAT degree June 2003.

- Elementary education AAT programs at community colleges are preparing candidates for full transfer into 4-year MAPs.
- Secondary and early childhood AAT programs are under development.

Recommendation 17: MSBE include non-classroom professional positions in the annual declaration of content areas of critical shortage.

Progress:

- For the past two years data on five non-classroom professionals has been collected. MSDE's Division of Accountability and Assessments will need a minimum of five years of data to calculate and project needs in these areas. (See Appendix B: *Supply and Demand of Non-Classroom Professionals*).
- Recommendation 18: MSEB request legislation to provide stipends or bonuses to highly qualified teachers teaching in critical shortage areas.

Progress:

- Maryland House Bill 9 distributed over \$6.5 million in incentive awards in 2002 2003 and in 2003-04.
- Timeline for this recommendation takes into account the state's economic condition.

Resident Teacher Certificate

The Resident Teacher Certificate (RTC) was adopted by the Maryland State Board of Education (COMAR 13A.12.01.05G) on December 19, 1990 and became effective on April 1, 1991. The RTC creates an alternative route into the teaching profession for local school systems that want to implement a Resident Teacher Certificate program.

The RTC is designed to attract and recruit liberal arts graduates and career changers who possess academic content backgrounds in the arts and sciences. Once a RTC program is established by a local school system and approved by the MSDE, an individual must meet the following entrance requirements:

Resident Teacher Certificate Program Entrance Requirements

- Possess an earned bachelor's degree or higher from a regionally accredited institution of higher education in area of assignment;
- Receive an average of "B" or better in courses related to area of assignment; (Under consideration is changing to a 3.0 on a 4.0 scale.)
- Complete 135 clock hours of study prior to employment as a resident

teacher; and

- Submit qualifying scores on teacher certification tests - Praxis I (basic skills) and Praxis II (content tests only).

Once the requirements listed above are satisfied, an individual is employed by the local school system as a resident teacher. During employment, a resident teacher must satisfy additional certification requirements as stipulated below:

Resident Teacher Certificate Program Employment Requirements

- Complete an additional 45 clock hours of study (for secondary resident teachers) or an additional 135 clock hours of study (for elementary teachers) during employment as a resident teacher;
- Receive mentoring for each year employed as a resident teacher;
- Provide verification of satisfactory teaching performance for each year employed as a resident teacher; and
- Submit qualifying scores on remaining teacher certification tests – Praxis II pedagogy tests – as required by the subject area.

A full explanation of the regulation governing the RTC can be found under COMAR 13A.12.01.05G.

There are several new programs that have started this past year. More local school systems have RTC programs and in addition, as mentioned in the *Quality Teacher Workgroup* recommendations, an expanded RTC regulation has been proposed and is under consideration by the State Board and the Professional Standards and Teacher Education Board. More information will be available in next year's report.

The current programs and a contact for each are listed below:

Roger Schulman, Director
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202
410-396-7383
Email: rschulman@bcps.k12.md.us

Russell Savoy
Prince George's County Public Schools
Upper Marlboro, MD 20772
301-952-6157
Email: Russell.savoy@pgcps.org

Danielle Peterson, Executive Director
Teach for America
711 West 41st Street, Suite 356
Baltimore, MD 21211
800-832-1230
Email: daniellepeterson@teachforamerica
Website: www.teachforamerica.org

Marianne Livesay, Certification Specialist
Howard County Public Schools
10910 Routes 108
Ellicott City, MD 21042
410-313-6813
Email: mlivesay@hcpss.org

Daniel Lessard
Maryland State Department of Education
202 Chesterfield Avenue
Centreville, MD 21617
410-758-2403 Ext. 191
Website: <http://certification.msde.state.md.us>
mdcert@qacps.k12.md.us
This program serves the Eastern Shore counties.

Carolyn Strum
Personnel Administrator
Frederick County Public Schools
115 East Church Street
Frederick, MD 21701
301-644-5092
Email: carolyn.strom@fcps.org

Jacqueline Frierson, Program Director
University of Maryland University College
3501 University Boulevard, East
Adelphi, MD 20783
301-985-7524
Email: frierson@umuc.edu

Thelma Monk
Montgomery County Board of Education
850 Hungerford Drive
Rockville, MD 20850
Website: www.mcps.k12.md.us

Hannah Dietsch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
Email: hdietsch@msde.state.md.us
This program is for special educators
www.msde.state.md.us/specialeducation/rtc%20website/index.htm

Clyde Sternner, Human Resource Specialist
Carroll County Board of Education
125 North Court Street
Westminster, MD 21157
410-751-3076
Email: cistern@k12.carr.org

Maryland's Alternative Route to Certification Options

MSDE was awarded a federal *Transition to Teaching* grant to implement a new RTC program, *Maryland's Alternative Route to Certification Options* (MARCO). The grant is designed to provide a route to teacher certification in high needs teaching areas to potential candidates who already possess a bachelor's degree in a content area, who are able to pass Praxis I and Praxis II Content assessments and who complete 135 clock hours in course work. This grant is being conducted in partnership with the University of Maryland University College (UMUC) and Prince George's County Public Schools (PGCPS) for a unique delivery system.

As the provider, UMUC offers through MARCO a block of six modules of coursework, offered online to candidates who complete the work on their own schedule. This block represents nine graduate credit hours that may be rolled into a master's degree at either UMUC or upon approval, at another four-year institution in Maryland. For others who may prefer more traditional instruction, an institution offering face-to-face coursework may be their choice. More information is available at 301-985-7524.

Quality Teacher Incentive Act of 1999

In 1999, the Maryland General Assembly passed legislation, the *Quality Teacher Incentive Act* (House Bill 9), enabling local school systems to offer a number of incentives to recruit and retain quality teachers. Specifically, the law provided:

- A \$1,000 signing bonus for new classroom teachers graduating with a grade point average of 3.5 on a 4.0 scale or its equivalent. Anyone receiving a signing bonus must remain employed in a public school system for a minimum of three consecutive years or reimburse the State for the bonus;
- A stipend of up to \$2,000 a year (dollar for dollar match of local school system stipends) for classroom teachers who earn National Board Certification;
- A \$2,000 annual stipend for teachers holding an Advanced Professional Certificate who work in "Challenge Schools," reconstituted schools, or reconstitution-eligible schools;
- An expansion of the State-supported teacher mentoring program;
- A \$1,500 tax credit to offset graduate tuition costs for courses needed to maintain certification;
- Extension of the new teacher probationary period from two to three years; and
- A requirement that the employer of the individual who receives a bonus or stipend pay the increase in fringe benefit costs associated with the bonus or stipend.

To date, the impact of House Bill 9 on the recruitment and retention of quality teachers in Maryland has been significant, and it will continue to be an effective element of state educational policy. In 2003-2004 almost seven million dollars was granted to

teachers from this program. (Appendix C: *Quality Teacher Incentive Act, July 2004*).

Tax Credits

All Maryland teachers enrolled in college courses are eligible for an annual \$1,500 tuition tax credit on their Maryland income tax return, to offset graduate tuition expenses necessary to maintain teacher certification. This tax credit can be found in §10-717 of the Annotated Code of Maryland.

Support Program for Teachers Seeking Certification from the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan organization established in 1987 to improve student learning in America's schools by developing a system of advanced, voluntary certification for teachers. The National Board established rigorous standards and a performance-based certification system to recognize quality teaching.

In 1999, the Maryland General Assembly established a permanent program of state and local aid to pay the assessment fee for public school teachers seeking National Board Certification (Annotated Code of Maryland §6-306). Funding for 500 teachers is available. Since the beginning of this program, MSDE has supported over 1,000 teachers; 341 teachers have participated in this rigorous assessment and have achieved the National Board certification status. This year, 2004-2005, an additional 379 teachers are involved. All 24 local school systems have participated in the recruitment process. In addition to paying two-thirds of the assessment fee, the Maryland State Department of Education, in collaboration with colleges and universities, businesses, and teachers' associations, sponsors the Maryland National Board Candidate Support Network. Candidates voluntarily attend monthly meetings on

designated Saturdays at specified locations throughout the state. Maryland's National Board Certified Teachers facilitate the monthly meetings, which provide candidates structured opportunities to engage in professional conversations about standards and practices. Through the Maryland Candidate Support Network, candidates receive technical, intellectual, logistical, and emotional support as they progress through the assessment process.

Since funding began in FY 2001, MSDE has issued over \$300,000 in grants to local school systems for teachers who achieved national certification and remained classroom teachers. The national website is: www.nbpts.org, and the state website is: <http://certification.msde.state.md.us/NBC/ncbNbpts.html>.

Reemployment of Retired Teachers and Principals

In 1999, the Maryland General Assembly enacted Senate Bill 15 (SB15) that exempted certain retired teachers from an earnings limitation if they were reemployed as classroom teachers, substitute teachers, or teacher mentors. As stated in this statute, reemployment must occur in a school recommended for reconstitution, a reconstituted school, a local school system declared as a geographic shortage area, or in a subject that has been declared a critical shortage area. Although there were discussions in the 2004 legislative session on extending this initiative, the sunset provision of SB 15 took effect on June 30, 2004.

During the 2000 session of the Maryland General Assembly, legislation (HB1404) was enacted permitting certain retired school principals to be exempt from an earnings limitation if they were reemployed as school principals in a reconstitution-eligible school, a local school system declared as a geographic shortage area, or in a subject which has

been declared a critical shortage area. The sunset provision of this legislation also took effect on June 30, 2004.

During the 2001 legislative session, House Bill 442: *Teachers' Retirement and Pension Systems – Reemployment of Retired Personnel* was passed, eliminating the earnings limit for certain retirees (service retirees, or early retirees who have been retired for at least one year from the Teachers' Retirement and Pension Systems) and were employed as principals before retirement. Like SB15, the sunset provision for House Bill 442 took effect on June 30, 2004. (See Appendix D: *Retired Teachers and Principals Reemployed by Local School Systems* for the number of teachers and principals who have been rehired by school systems under these three bills over the last three years.)

In the 2001 legislative session, Senate Bill 221: *State Retirement and Pension System Reemployment of Retirees* eliminated the earnings limitation for retirees of the Employees' and Teachers' Retirement and Pension Systems who return to work with a participating employer *other than their employer at the time of their last separation from employment*. Retirees who return to work *for the same participating employer* are not eligible for this earnings limit exemption. Early service retirees must have retired 12 months before this earnings limit exemption applies. Senate Bill 221 has no sunset provision for educators.

Maryland's Initiative for New Teachers (MINT)

On August 14, 2001, State Superintendent Nancy S. Grasmick unveiled *Maryland's Initiative for New Teachers (MINT)*, a program to support the large number of new teachers being hired. The program was developed with representation from all 24 local school systems, including Milken Award-winning educators, retired Maryland

teachers and National Board Certified Teachers, as well as prospective teachers. “MINT, in concert with local school system mentoring programs,” said Dr. Grasmick, “will help support new teachers and keep them in the profession.”

The initiative includes several components to support new teachers and emphasize their importance in the local community and also to the state of Maryland. The features of MINT include statewide and regional collaboration, resources, quarterly newsletters, special contests, professional development activities, prizes and opportunities for socializing with other new teachers. Some resources are:

- *The MINT Newsletter*, which is distributed to new teachers through their schools. The bimonthly publication features instructional strategies, resources, state policy information and more. The newsletter also solicits suggestions and offers awards and prizes.
- *Mint Socials and Seminars* are offered throughout Maryland. Weekend and weekday programs include breakfast, lunch, and dinner seminars for new teachers as well as partnership programs linking award-winning veteran and beginning teachers. Over 1,000 new teachers are invited to a beginning of the year Orioles game, and other networking opportunities are offered to bring new teachers together with education and policy leaders.
- *MINT On-Line* is an interactive new teacher website that is supported by MSDE. *Teachers Side-by-Side*, an online discussion format, has been developed to bring the expertise of Maryland’s Teachers of the Year to beginning teachers. Teachers can email MSDE any professional question and responses, by Teachers of the Year, are posted on the website within ten days. In addition, monthly topics developed by the Teachers of the Year are offered on this site. For more information, visit the website is at: www.mdpublicschools.org.
- MINT contests, such as writing contents, are provided by corporate sponsors to support special offerings and programs. The program solicits suggestions from new teachers. In addition, new teachers are invited as special guests to corporate and community programs and events throughout Maryland.
- MINT depends on sponsorship and partnership relations. The following

organizations contribute funding and other support: The Baltimore Orioles, Comcast, the Council of Chief State School Officers, Johns Hopkins University, McDonald's Family of Greater Baltimore, The Straus Foundation, Sun Trust Bank and Verizon Wireless.

Information on the MINT program, incentives, resources, and publications is available at <http://www.marylandpublicschools.org>.

Federal and National Programs

Loan Forgiveness Program

The federal government has several discharge (cancellation) or loan forgiveness programs connected to federal loans for teachers. The amount of funds for these programs varies from year to year, and the most current information can be found online at: http://www.ed.gov/prog_info/SFA/StudentGuide/20001/staffordcancel.html.

Troops to Teachers

Troops to Teachers was established in 1994 by the U.S. Department of Defense (and now administered by the U.S. Department of Education). It is a program that helps eligible military personnel begin new careers as teachers in public schools where their skills, knowledge and experience are most needed. Maryland is in the process of increasing its support for this program with several strategies. For information, visit the national website at: www.troopstoteachers.com.

Teacher Next Door

Teacher Next Door (TND), a program to strengthen communities (along with its *Officer Next Door* program), was developed by the Department of Housing and Urban Development (HUD). This national program offers HUD-owned, single family homes to

public and private school teachers at a 50% discount. The program requires a \$100 deposit and provides 50% off the price of the house. Teachers must qualify for a loan of 50% of the sale price, and the other 50% becomes a silent second mortgage that “dies of natural causes” on the third anniversary of the owner-occupancy. To be eligible for the program, teachers must be employed full-time and agree to make the homes their sole residences for three years following the purchase. In addition, teachers must live in the school district or jurisdiction in which they are employed and the HUD home must be located in a designated revitalization area. Teachers do not have to be first-time homebuyers to participate; however, they cannot own any other home at the time they close on the TND home. Sandra Feldman, Past-President, American Federation of Teachers, states, “The *Teacher Next Door* program is a creative and practical way to entice teachers to the communities where they are needed most. Schools are cornerstones of the community, and this program will help deepen the bonds between neighborhood schools and communities throughout the country, while strengthening the teacher recruitment efforts.” Information is available at the HUD website at: <http://www.hud.gov/offices/hsg/sfh/reo/tnd/tnd.cfm>.

Summary

These incentives and strategies are being implemented to assist Maryland in recruiting and retaining quality teachers. They have been effective elements of state educational policy initiatives as Maryland attempts to attract and retain the best and brightest teachers to Maryland's public school classrooms.

SECTION II: STAFFING PATTERNS BY CERTIFICATION CATEGORIES

Staffing patterns are affected by the number of available teachers seeking positions as well as the shortages and surpluses in certain certification areas. This section discusses the following: new hires, methodology for determining shortage areas, certification areas with shortages, certification areas with surpluses, and trend data.

New Hires

MSDE's Division of Accountability and Assessment (DAA), formerly the Division of Planning, Results, and Information Management (PRIM), collects data on new hires once a year in October from the 24 local school systems. The information, collected in October 2003, is used as the basis for this report to describe the newly hired teachers for the 2003-2004 school year (the most recent data available). The new hires reported are those employed since last year's report, from October 16, 2002 through October 15, 2003, with the majority hired in the summer prior to the beginning of school in the fall of 2003.

The term "new hires," as defined for this report, includes teachers from the following four categories:

- New hires with no experience who are Maryland college/university teacher candidates;
- New hires with no experience who are out-of-state college/university teacher candidates;
- New hires with experience who last taught in Maryland; and
- New hires with experience who last taught outside of Maryland.

Table 1, *Actual New Hires by Certification Area*, reports the number of new hires

for fall 2003 in the above four categories. The total number of new hires was 5,929, a decrease of 20.4% from last year's total of 7,445. There were 3,084 beginning new hires this reporting year, a decrease of 29.5% from last year's 4,377. The beginning new hires included 1,420 graduates of Maryland colleges and universities, a 19.7% decrease from last year's 1,769; 1,664 graduates from out-of-state, a 36.2% decrease from last year's 2,608. There were 2,845 experienced new hires this year, a decrease of 7.3% from last year's 3,068. These experienced new hires included 1,667 who taught previously in Maryland, a 2.1% increase from last year's 1,633 and 1,178 who taught previously out-of-state, a 17.9% decrease from last year's 1,435. These four categories of new hires by Maryland certification areas are found in Table 1.

The new hires in Table 1 include teachers with the following certificates: the professional certificate, issued to the new graduates upon completion of an approved teacher education program or to other qualified teachers with in-state or out-of-state experience; the Resident Teacher Certificate, Maryland's alternative certification; and the conditional certificate, issued to individuals hired by a local school system, at the request of a local superintendent, who do not meet full requirements for the professional certificate. (The conditional certificate was formerly known as the provisional certificate.)

When local school systems cannot meet their teacher staffing needs completely with qualified professionally certificated teachers, local superintendents may request to hire someone on a conditional certification. The two-year conditional certificate is issued at the request of the local superintendent and may be renewed one time if specific conditions are met as set forth in state regulations. There are several reasons for requesting the conditional certificate. The individual may be missing one or

Table 1

**Actual New Hires by Certification Area
Through October 2003
Maryland Public Schools**

Certification Area	Total New Hires	Beginning New Hires*			Experienced New Hires		
		Total	MD IHE**	Non-Md IHE**	Total	MD	Outside MD
Total New Hires	5,929	3,084	1,420	1,664	2,845	1,667	1,178
Art (PreK-12)	141	86	41	45	55	37	18
Career/Technology Education (7-12)	197	85	37	48	112	73	39
Agriculture	5	5	0	5	0	0	
Business Education	61	24	14	10	37	21	16
Family & Consumer Sciences	51	18	9	9	33	22	11
Technology Education	50	20	6	14	30	20	10
Trades and Industry	28	16	7	9	12	10	2
Health Occupations	2	2	1	1	0	0	0
Computer Science (7-12)	28	20	7	13	8	2	6
Early Childhood (PreK-3)	427	214	147	67	213	116	97
Elementary Ed. (1-6 & Middle School)	2,054	1,188	612	576	866	516	350
English (7-12)	505	268	88	180	237	127	110
ESOL (K-12)	78	38	14	24	40	20	20
Foreign Language (7-12)	205	102	38	64	103	59	44
French	45	21	8	13	24	19	5
German	5	1	1	0	4	1	3
Spanish	143	76	29	47	67	37	30
Latin	7	1	0	1	6	2	4
Russian	1	1	0	1	0	0	0
Other Foreign Language	4	2	0	2	2	0	2
Health/Physical Education (PreK-12)	268	141	78	63	127	79	48
Mathematics (7-12)	417	206	78	128	211	123	88
Music (PreK-12)	217	108	34	74	109	63	46
Science (7-12)	373	177	59	118	196	122	74
Biology	208	110	44	66	98	70	28
Chemistry	57	25	3	22	32	16	16
Earth/Space Science	25	7	1	6	18	11	7
General Science	51	17	6	11	34	18	16
Physical Science	11	7	3	4	4	2	2
Physics	21	11	2	9	10	5	5

Table 1 (continued)

**Actual New Hires by Certification Area
Through October 2003
Maryland Public Schools**

Certification Area	Total New Hires	Beginning New Hires*			Experienced New Hires		
		Total	MD IHE**	Non-Md IHE**	Total	MD	Outside MD
Social Sciences (7-12)	323	173	77	96	150	89	61
History	62	39	14	25	23	16	7
Political Science	3	2	0	2	1	0	1
Social Studies	250	129	62	67	121	68	53
Other Social Sciences [■]	8	3	1	2	5	5	0
Special Education	637	249	103	146	388	220	168
K-12	23	1	1	0	22	20	2
Generic: Infant/primary (birth-grade 3)	56	27	12	15	29	15	14
Generic: Elementary/middle (grades 1-	290	100	45	55	190	108	82
Generic: Grades infant-adult	66	30	15	15	36	14	22
Generic: Secondary/adult (grades 6-ad	182	81	28	53	101	55	46
Hearing Impaired	11	4	1	3	7	5	2
Severely and Profoundly Disabled	6	4	1	3	2	2	0
Visually Impaired	3	2	0	2	1	1	0
Other Teaching Areas^	59	29	7	22	30	21	9

* Includes teachers on conditional, resident teacher, and professional certificates.

** Institution of Higher Education.

■ psychology, economics, and geography

^ Dance, drama/theater, driver ed., and outdoor ed.

required courses or may not have taken or have passed all of the required Praxis I and Praxis II certification assessments.

The number of new hires with conditional certificates dropped 39.7% this hiring season, from a total of 2,076 reported last year to 1,251 (representing 21.1% of all new hires in 2003-2004). This figure includes 591 new hires with experience and 660 with no experience. Most school systems are attempting to lower the number of teachers on conditional certificates in order to comply with *No Child Left Behind*. Appendix E: *Maryland Teachers Issued a Conditional Certificate, Two -Year Comparison, 2002-2003 and 2003-2004*, lists the total number of conditional teachers by local school system (not just the new hires), while Appendix F: *Comparison Data: Newly Hired and Conditional Teachers 2003-2004* compares newly hired and conditional teachers.

The number of new hires has been increasing over the past 10 years, with only minor exceptions until this year. This can be seen in Figure 1: *Trend Data: New Hires by Maryland Public Schools 1993-1994 to 2005-2006*. Prior year projections have indicated that there would be an increase in the number of new hires for several more years, yet this year an unexpected drop occurred. In an effort to determine the cause, several school systems with the largest declines were contacted and asked about reasons for the decrease. Possible reasons for hiring fewer teachers include:

- Local, state and national budget constraints;
- Fewer new academic initiatives;
- Stabilizing student enrollments;
- Fewer teachers going on long term leave or retiring due to the economy;
- Fewer teachers retiring due to the uncertainty of the retire/rehire legislation;
- More teachers returning from leave;
- More stable retention rate of new teachers due to mentoring programs;

- More competitive salaries compared to nearby states; and
- Limited use of school resources for hiring new teachers above the staffing formula.

Methodology for Determining Shortages

DAA collects and analyzes the data provided by the local school systems for this report. DAA uses data from the past five years to project staffing needs for the next two years. These projections are compared with local school system reports on staffing needs. Using this data, DAA projects a surplus or a shortage in each subject area. DAA uses the following formula to determine staffing projection rates:

$$\text{RATE} = 1 + \left(\frac{((\# \text{ of new hires in } 2002\text{-}2003) - (\# \text{ of new hires in } 1998\text{-}1999))}{\# \text{ of new hires in } 1998\text{-}1999} / 5 \right)$$

The formula calculates the rate of five years of change, with 1 as the rate base. Table 2, *Staffing Projections, 2004-2005*, provides information on the “projected staffing pool,” the “projected new hires,” and their difference, by certification area. To determine the “projected staffing pool” for 2004-2005, the rate is multiplied by the number of new hires in 2002-2003. The number of “projected new hires” is provided by the local school systems. If the difference of the “projected staffing pool” and “projected new hires” is less than 85% (“pool as percent of hires” column), the subject area is considered for declaration as a critical shortage area. In a given certification area, the “projected new hires” statewide must also be greater than 10 to be declared as a critical shortage area.

Certification Areas with Shortages

Table 2, *Staffing Projections: 2004-2005* provides the information needed to declare shortages by certification area. For 2004-2005, the projected staffing pool is 5,783 while there is a projected need for 6,186 new hires. The critical shortage content areas of need (shaded in Table 2), in descending order of the estimated percent available in the hiring pool for 2004-2005, are as follows:

- Spanish (84%);
- Business education (76%);
- Family and consumer sciences (75%);
- Special education generic: elementary/middle – grades 1-8 (68%);
- Technology education (66%);
- Mathematics (65%);
- English for speakers of other languages (ESOL) (63%);
- Computer science (62%);
- Chemistry (61%);
- Special education generic: secondary/adult-grades 6-adult (60%);
- Special education: hearing impaired (49%)
- Special education generic: infant/grade 3 (44%);
- Physics (38%);
- Latin (38%);
- Earth/space science (35%);
- German (30%);
- Physical science (18%);
- Special education: severely and profoundly disabled (17%);
- Health occupations (15%); and
- Visually impaired (15%).

The national press has reported nationwide shortages in many of the same areas. Because of this, Maryland's local school systems are in competition with several neighboring states.

Certification Areas with Surpluses

Table 2 reports also the content areas with a possible surplus of teachers in 2004-2005. Because the projected staffing pool (5,783) exceeds the projected hiring needs (6,186) in these specific content areas, local school systems are expected to be able to fill these vacancies. Content areas that show a projected surplus of potential teachers include:

- Biology (150%);
- Art (146%);
- Elementary education, 1-6 and middle (133%);
- History (126%);
- Trades and Industry (109%);
- English/language arts (103%); and
- Music (103%).

Having state surpluses does not assure local school systems that they will have an ample supply of new teachers in these areas. Linda Darling-Hammond, of the National Commission on Teaching and America's Future and Stanford University, and Segun Eubanks, of the National Education Association, both stated that in addition to the supply, the *distribution of teachers* is often the problem that states and regions face.

Table 2
Staffing Projections: 2004-2005
Maryland Public Schools

Certification Area	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Total Teachers	5,783	6,186	-403	93%
Art PreK-12)	138	94	44	146%
Career/Technology Education (7-12)	192	264	-72	73%
Agriculture	5	8	-3	61%
Business Education	59	78	-19	76%
Family & Consumer Sciences	50	66	-16	75%
Technology Education	49	74	-25	66%
Trades and Industry	27	25	2	109%
Health Occupations	2	13	-11	15%
Computer Science (7-12)	27	44	-17	62%
Early Childhood (PreK-3)	416	440	-24	95%
Elementary Education (1-6 & middle school)	2,003	1,509	494	133%
English/Language Arts (7-12)	493	478	15	103%
ESOL (PreK-12)	76	121	-45	63%
Foreign Language (7-12)	200	254	-54	79%
French	44	48	-4	91%
German	5	16	-11	30%
Spanish	139	166	-27	84%
Latin	7	18	-11	38%
Russian	1	3	-2	33%
Other Foreign Language	4	3	1	130%
Health/Physical Education (PreK-12)	261	262	-1	100%
Mathematics (7-12)	407	624	-217	65%
Music (PreK-12)	212	206	6	103%
Science (7-12)	364	475	-111	77%
Biology	235	157	78	150%
Chemistry	64	105	-41	61%
Earth/Space Science	28	80	-52	35%
Physical Science	13	72	-59	18%
Physics	23	61	-38	38%

Table 2 (continued)
Staffing Projections: 2004-2005
Maryland Public Schools

Certification Area	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Social Sciences (7-12)	309	336	-27	92%
Geography	2	9	-7	22%
History	60	48	12	126%
Political Science	3	4	-1	73%
Social Studies	244	275	-31	89%
Special Education	621	1,062	-441	59%
Generic: Infant - grade 3	63	145	-82	44%
Generic: Elementary/middle - grades 1-8	329	486	-157	68%
Generic: Secondary/adult (grades 6-adult)	207	345	-138	60%
Hearing Impaired	13	26	-13	49%
Severely and Profoundly Disabled	7	40	-33	17%
Visually Impaired	3	20	-17	15%
Other Teaching Areas^	63	17	46	373%

^ Theater/drama, dance, driver ed., outdoor ed., economics, and psychology.

Shaded areas are those that have been identified as critical shortage areas. The projected need is at least 10 teachers statewide and the pool as a percent of hires is 85% or less.

Table 3, *Staffing Projections: 2005-2006*, depicts the projected number of new hires identified by local school systems as needed for the 2005-2006 school year. Local school systems are projecting to hire 5,953 in 2005-2006, a slight decrease from projections of 5,783. However, the one known factor is that there will be teaching shortages in some of the same content areas.

Trend Data

Table 4, *Trend Data of New Hires 1993-1994 to 2003-2004*, reports the eleven-year trend of new hires. The number statewide of new hires has increased from 2,955 in 1993-1994 to 5,929 in 2003-2004, an increase of 50.2%. There were decreases in 1995-1996, in 2001-2002, and again in 2003-2004. The largest number of new hires, 7,649, occurred in 2000-2001. Table 4 displays the numbers for beginning and experienced teachers, Maryland-prepared and non-Maryland-prepared and those with most recent experience in or outside of Maryland.

Figure 1, *Trend Data: New Hires by Maryland Public Schools 1993-1994 to 2005-2006*, is a graphic representation of this trend. It reports the hires over the past eleven years and the projected hires needed for 2004-2005 and 2005-2006. The local school systems provided these projected numbers of new hires. Even though many of the large school systems have reported fewer new hires, all still agree there will be teacher shortages in certain content areas.

Figure 2, *New Hires: Through October 2003*, shows the four categories of new hires: beginning teachers who are Maryland prepared (24.0%); beginning teachers who are out-of-state prepared (28.0%); experienced teachers who last taught in Maryland

(28.1%); and experienced teachers who last taught outside Maryland (19.9%). The percent of all beginning teachers hired this year (52.0%) is down from last year (58.8%), while the percent of all experienced teachers hired this year (48.0%) is up from last year (41.2%). Though 52.1% percent of the new hires were Marylanders, an increase over last year's 45.7%, Maryland continues to hire many teachers from out-of-state.

Table 5, *Newly Hired Teachers by Local School Systems*, reports the number of new teachers hired by each local school system. The number ranges from a low of ten new hires in Kent County to a high of 1,034 new hires in Prince George's County. The five largest school systems (Prince George's County, Baltimore City, Montgomery County, Baltimore County, and Anne Arundel County) hired 3,888 (65.6%) of the teachers. This represents a decrease from last year's 5,166 (69.4%) in the statewide impact of these five school systems. Edison Schools (listed in Table 5 and in other charts listing the 24 local school systems) include three Baltimore City reconstituted schools that, since fall 2000, have been managed by Edison Schools, Inc., in a special arrangement with the Maryland State Department of Education. Figure 3, *Two Year Comparison: Newly Hired Teachers by Local School Systems 2002-2003 and 2003-2004*, reports the hiring data from the last two hiring seasons.

Table 3

Staffing Projections: 2005-2006
Maryland Public Schools

Certification Area	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Total Teachers	5,641	5,953	-312	95%
Art (PreK-12)	134	100	34	134%
Career/Technology Education (7-12)	187	267	-80	70%
Agriculture	5	4	1	119%
Business Education	58	73	-15	80%
Family & Consumer Sciences	49	72	-23	67%
Technology Education	48	85	-37	56%
Trades and Industry	27	26	1	102%
Health Occupations	2	7	-5	27%
Computer Science (7-12)	27	51	-24	52%
Early Childhood (PreK-3)	406	464	-58	88%
Elementary Education (1-6 & middle schoo	1,954	1,378	576	142%
English/Language Arts (7-12)	481	483	-2	99%
ESOL (PreK-12)	74	152	-78	49%
Foreign Language (7-12)	195	275	-80	71%
French	43	46	-3	93%
German	5	15	-10	32%
Spanish	136	193	-57	70%
Latin	7	16	-9	42%
Russian	1	3	-2	32%
Other Foreign Languages	4	2	2	190%
Health/Physical Education (PreK-12)	255	244	11	105%
Mathematics (7-12)	397	588	-191	67%
Music (PreK-12)	206	190	16	109%
Science (7-12)	355	429	-74	83%
Biology	229	161	68	142%
Chemistry	63	82	-19	77%
Earth/Space Science	28	72	-44	38%
Physical Science	12	62	-50	20%
Physics	23	52	-29	44%

Table 3 (continued)

Staffing Projections: 2005-2006
Maryland Public Schools

Certification Area	Projected Staffing Pool	Projected New Hires	Difference	
			Pool Minus Hires	Pool as Percent of Hires
Social Sciences (7-12)	302	303	-1	100%
Geography	9	7	2	129%
History	59	56	3	105%
Political Science	3	5	-2	57%
Social Studies	238	235	3	101%
Special Education	606	1,015	-409	60%
Generic: Infant/primary (birth-grade 3)	62	139	-77	44%
Generic: Elementary/middle (grades 1-8)	321	449	-128	71%
Generic: Secondary/adult (grades-adult)	202	355	-153	57%
Hearing Impaired	12	15	-3	82%
Severely and Profoundly Disabled	7	40	-33	17%
Visually Impaired	3	17	-14	17%
Other Teaching Areas^	62	14	48	442%

^ Other includes theater/drama, dance, driver education, outdoor education, economics, and psychology.

Shaded areas are those identified as critical shortage areas. The 'projected need' must be at least 10 teachers and the 'pool as a percent of hires' is 85% or less.

Figure 4, *New Hires: Out-of-State and In-State Comparison 2000-2001 to 2003-2004*, compares hiring for the last four years. In the past, about half the hires are from in-state and half from out-of-state. This year the number of in-state hires (3,087) for the first time is larger than the number of out-of-state hires (2,842). This may be due to the overall lower number of new hires, but this trend will be followed to see if it continues.

Figure 5, *New Hires: Experienced and Beginning New Hires: 2000-2001 to 2003-2004*, compares the number of experienced teachers and beginning teachers hired for the past four years. The number of beginning teachers hired consistently remains greater than the number of experienced teachers hired, but this year the number of beginning new hires and experienced new hires is nearly comparable.

Table 4

**Trend Data of New Hires
1993-1994 to 2003- 2004
Maryland Public Schools**

Year	Total	Beginning		Experienced	
		Maryland Prepared	Non Maryland Prepared	Taught in Maryland	Taught Outside Maryland
1993-1994	2,955	1,014	829	525	587
1994-1995	3,774	1,187	1,234	752	601
1995-1996	3,623	1,123	1,127	533	840
1996-1997	4,588	1,455	1,363	1,112	658
1997-1998	5,595	1,780	1,537	1,362	916
1998-1999	6,033	1,543	1,871	1,426	1,193
1999-2000	7,329	1,665	2,233	2,072	1,359
2000-2001	7,649	1,896	2,706	1,860	1,187
2001-2002	7,385	1,694	2,336	1,820	1,535
2002-2003	7,445	1,769	2,608	1,633	1,435
2003-2004	5,929	1,420	1,664	1,667	1,178

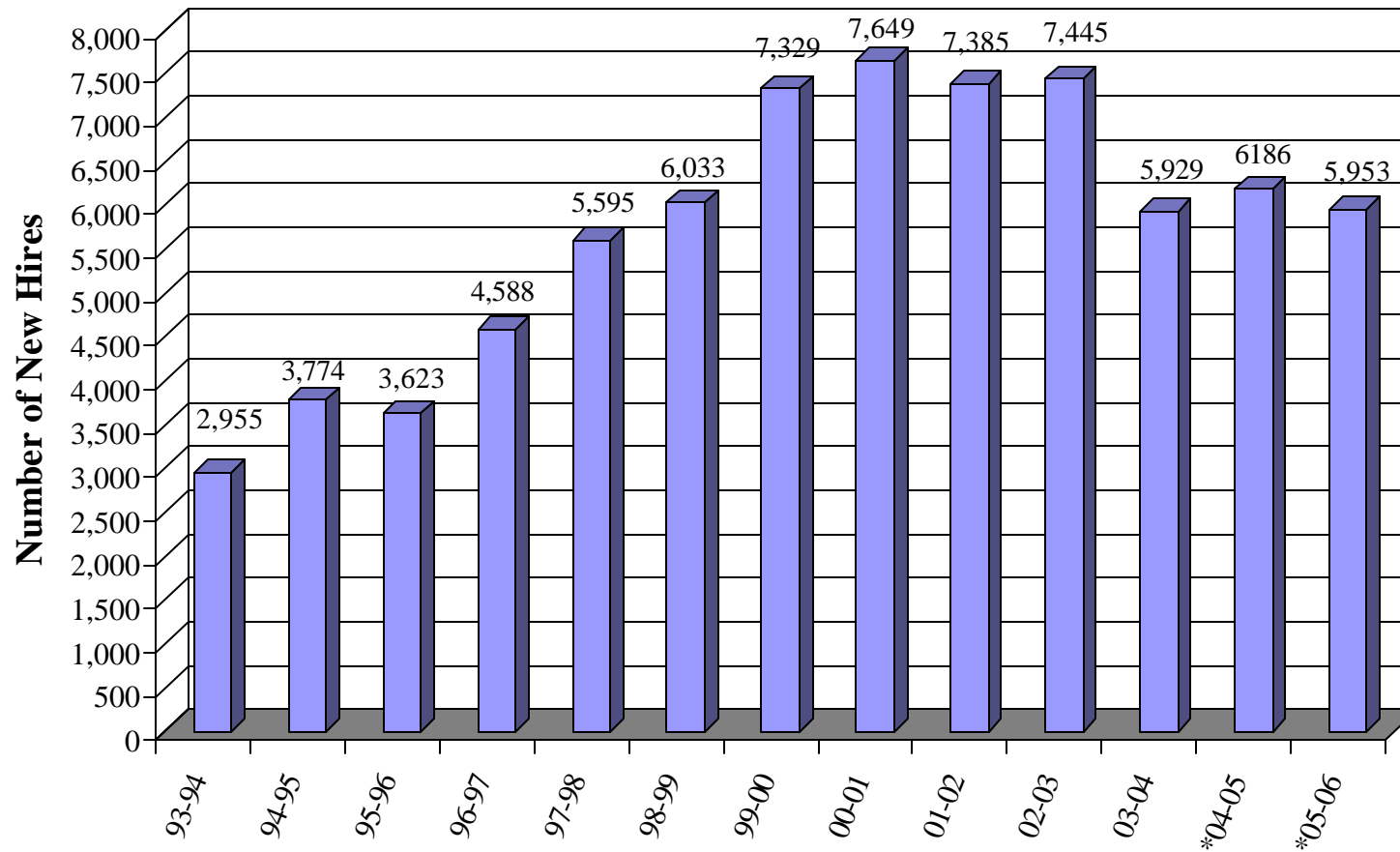
Table 5
Newly Hired Teachers by Local School Systems
through October 2003

Public School System	Total New	Beginning New Hires*			Experienced New Hires		
	Hires	Maryland Non-Md			Outside		
	Teachers	Total	IHE**	IHE**	Total	Maryland	Maryland
Total New Hires	5,929	3,084	1,420	1,664	2,845	1,667	1,178
Allegany	13	13	11	2	0	0	0
Anne Arundel	591	275	132	143	316	182	134
Baltimore City	621	490	144	346	131	73	58
Baltimore County	888	585	340	245	303	209	94
Calvert	97	46	30	16	51	35	16
Caroline	43	23	9	14	20	12	8
Carroll	173	12	7	5	161	118	43
Cecil	99	69	20	49	30	8	22
Charles	236	127	45	82	109	43	66
Dorchester	36	18	9	9	18	8	10
Frederick	222	112	54	58	110	69	41
Garrett	16	10	5	5	6	3	3
Harford	183	101	62	39	82	53	29
Howard	388	199	98	101	189	101	88
Kent	10	5	3	2	5	5	0
Montgomery	754	458	223	235	296	130	166
Prince George's	1,034	227	71	156	807	521	286
Queen Anne's	72	41	17	24	31	18	13
St. Mary's	122	61	23	38	61	23	38
Somerset	15	7	4	3	8	2	6
Talbot	34	18	7	11	16	6	10
Washington	140	84	36	48	56	27	29
Wicomico	79	78	52	26	1	1	0
Worcester	41	18	16	2	23	12	11
Edison Schools	22	7	2	5	15	8	7

* Institutions of higher education

**Total new hires includes teachers on conditional, resident teacher, and professional certificates.

Trend Data: New Hires by Maryland Public Schools 1993-1994 to 2005-2006



*Estimated new hires as projected by local school systems, May 2004

Figure 1

New Hires: A Two-Year Comparison 2002 – 2003 and 2003 – 2004

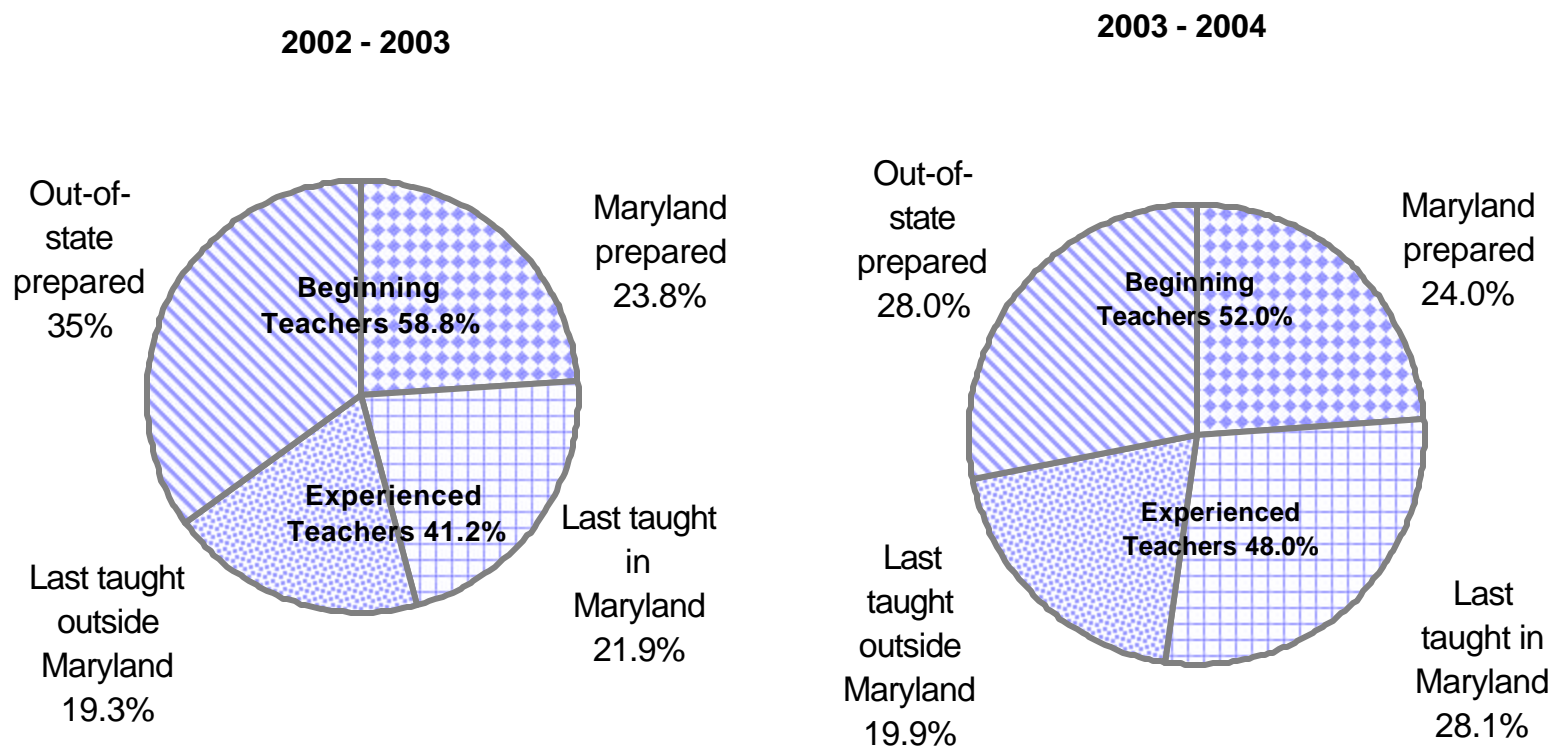


Figure 2

Newly Hired Teachers by Local School System 2002-2003 and 2003-2004

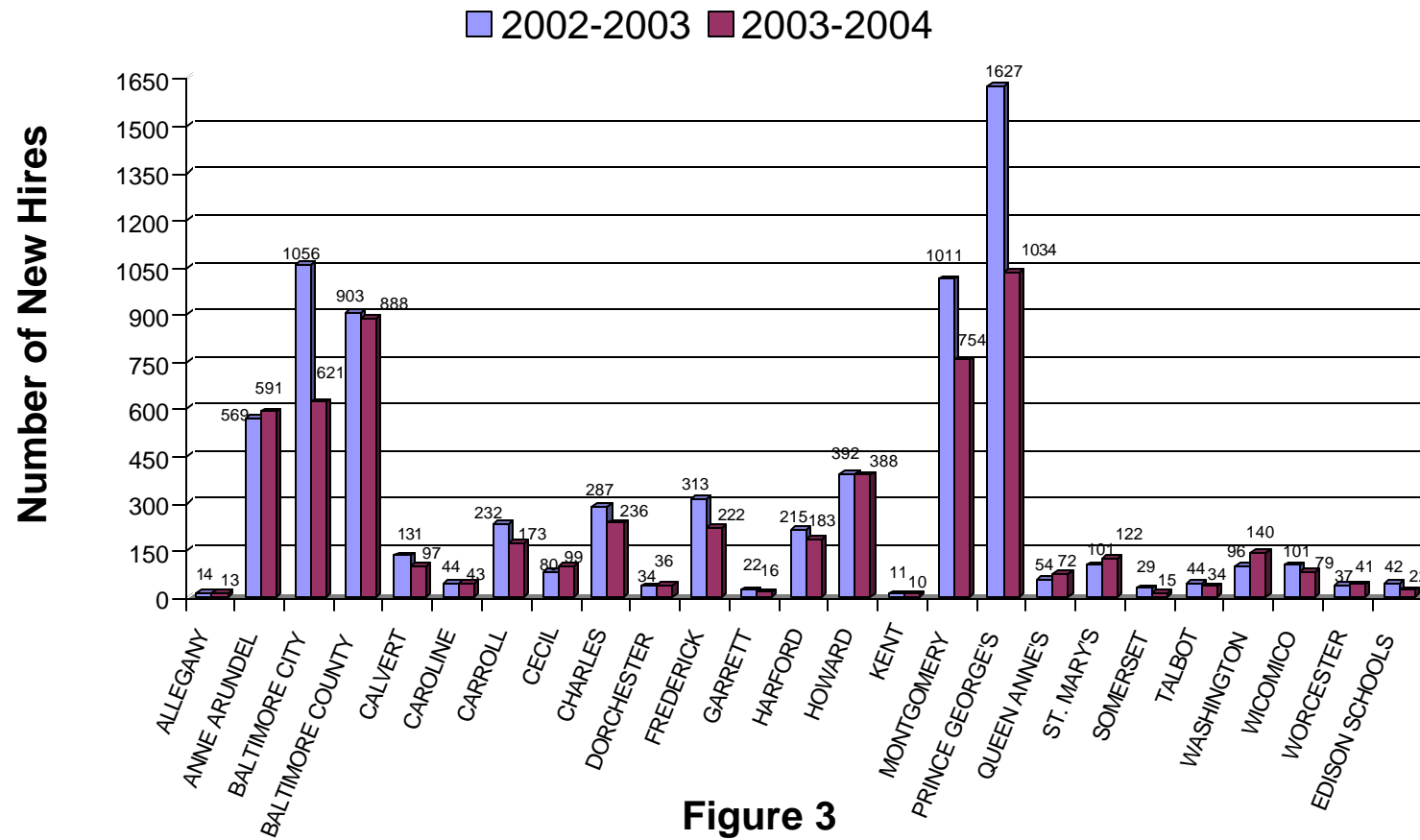


Figure 3

New Hires: Out-of-State and In-State Comparison 2000-2001 to 2003-2004

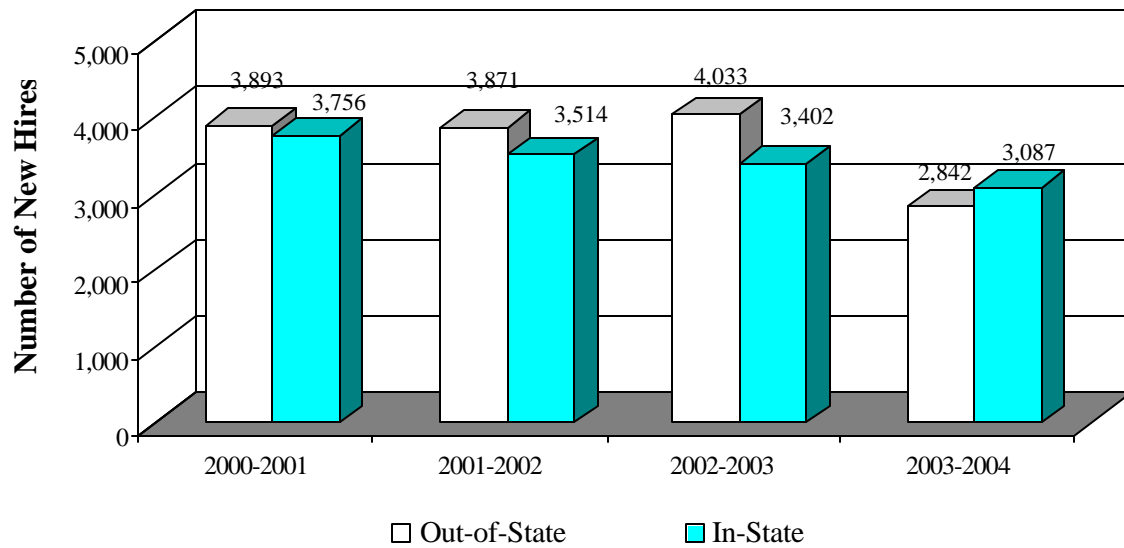


Figure 4

New Hires: Experienced and Beginning Teachers 2000-2001 to 2003-2004

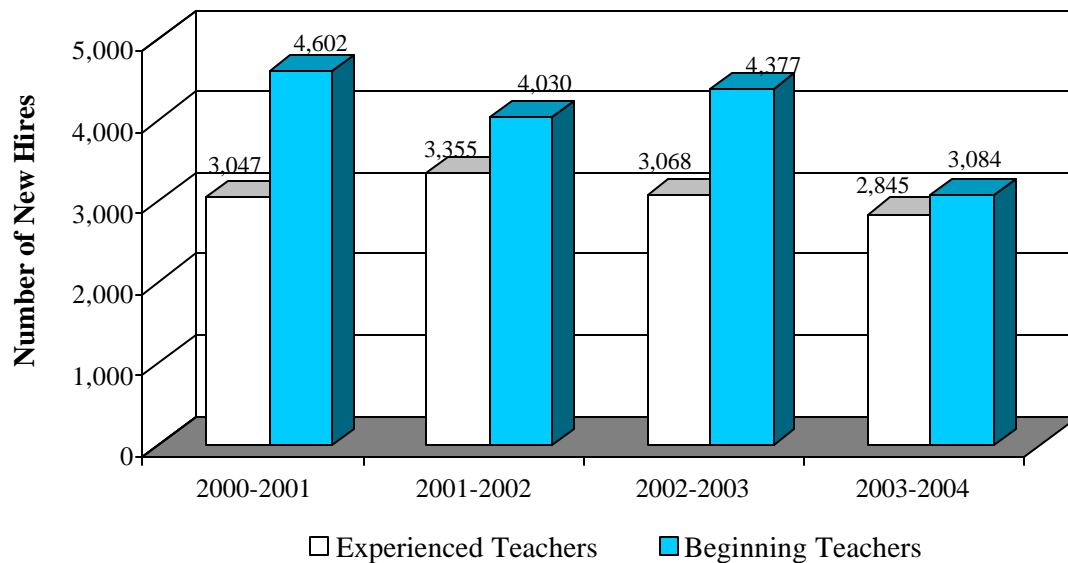


Figure 5

Summary

To summarize, the following are the critical shortage areas identified for the academic year 2003-2004:

- Career and technology education areas (7-12);
 - Business education,
 - Family and consumer sciences,
 - Health occupations, and
 - Technology education.
- Computer science (9-12);
- English for speakers of other languages (ESOL), (Pre-K- 12);
- Foreign languages (7-12);
 - German,
 - Spanish, and
 - Latin.
- Mathematics (7-12);
- Science areas (7-12);
 - Chemistry,
 - Earth/space,
 - Physical science, and
 - Physics.
- Special education areas;
 - Generic: infant/primary (birth-grade 3),
 - Generic: elementary/middle – grades 1-8,
 - Generic: secondary/adult (grades 6 – adult),
 - Hearing impaired,
 - Severely and profoundly disabled, and
 - Visually impaired.

SECTION III: GEOGRAPHIC AREAS OF PROJECTED SHORTAGE

Background

Maryland legislation enacted in 1986 (Annotated Code of Maryland §18-703) requires the Maryland State Board of Education to identify annually geographic areas of teacher shortages. The intent of the legislation is to assist local school systems that are affected by geographical conditions that make the recruitment and retention of qualified teachers difficult.

Until the *Legislative Reform Act of 1991*, an incentive was provided for scholarship recipients who elected to teach in a declared area of geographic shortage. The *Reform Act of 1991* eliminated the geographic shortage area incentive for scholarship recipients, but Senate Bill 15, *Reemployment of Retired Teachers*, passed during the 1999 legislative session, provided an incentive to assist local school systems that are declared a geographic area of shortage. Specifically, a local school system that had been declared a geographic area of shortage could reemploy retired teachers. If retired teachers returned to work, they received an exemption from an earnings limitation that is normally a requirement of their pension. The sunset provision for Senate Bill 15 took effect on June 30, 2004.

In the 2000 legislative session, the Maryland General Assembly enacted Senate Bill 220 to address the shortage of principals. The legislation permitted certain retired school principals to be exempt from an earnings limitation if they were reemployed as principals in a reconstitution-eligible school, a local school system declared as a geographic shortage area; or, in a subject that has been declared a critical shortage

area. The sunset provision for SB 220 took effect on June 30,, 2004.

Another bill, Senate Bill 221 (passed in 2001), deals with those retired teachers *hired by a different employer*. This bill has no sunset provision and can be used by local schools systems in hiring retired teachers.

Procedures

To determine the areas of geographic shortage for this report, these procedures were followed:

- The State Board of Education must identify content areas as critical shortages for *at least three years*. Those identified were computer science, ESOL, mathematics, science, and special education.
- Each local school superintendent was surveyed to determine if he/she was able to satisfy the need for teachers in any of the above content areas.
- Each local school superintendent was asked to respond to two questions:
 - 1) Did your local school system experience a critical shortage of teachers in any of the following state identified critical shortage areas: computer science, ESOL, mathematics, science or special education?
 - 2) If yes, do you wish to have your local school system declared an area of geographical shortage?
- Each local school system superintendent had to agree to his/her system being designated an area of geographic shortage. Only those systems that qualified and agreed to be identified have been named geographic areas of projected shortage.

Findings for Geographic Areas of Projected Shortage

Using the above procedures, the following 24 jurisdictions in Maryland are identified as geographic areas of projected shortage:

- | | |
|------------------------|----------------------------|
| 1. Allegany County | 13. Harford County |
| 2. Anne Arundel County | 14. Howard County |
| 3. Baltimore City | 15. Kent County |
| 4. Baltimore County | 16. Montgomery County |
| 5. Calvert County | 17. Prince George's County |
| 6. Caroline County | 18. Queen Anne's County |
| 7. Carroll County | 19. St. Mary's County |
| 8. Cecil County | 20. Somerset County |
| 9. Charles County | 21. Talbot County |
| 10. Dorchester County | 22. Washington County |
| 11. Frederick County | 23. Wicomico County |
| 12. Garrett County | 24. Worcester County |

SECTION IV: MARYLAND-PREPARED TEACHER CANDIDATES BY CERTIFICATION AREA AND INSTITUTION

The teacher education candidates reported in this section, both undergraduate and post-baccalaureate, are teacher candidates who are eligible for an initial teacher certification in Maryland, pending satisfactory performance on all state-required certification assessments.

Each year the 23 Maryland institutions of higher education (IHEs) with approved teacher education programs report the number of teacher candidates completing their programs, by certification area, for the “supply” side of the *Maryland Teacher Staffing Report*. These teacher candidates who completed approved programs (including summer 2002, fall 2002, and spring 2003) were the pool of Maryland new hires for the local school systems for the fall 2003 school year. The IHEs are asked to report all candidates eligible for initial teaching certification. The number includes students in both undergraduate and post-baccalaureate programs, such as Master’s of Arts in Teaching (MAT) degree programs. In addition, they report the estimated number of teacher education candidates who will be completing programs in 2004 and 2005.

In 2002-2003, as displayed in Table 6, *Supply of Maryland-Prepared Candidates by Certification Area: 2002-2003*, there were 2,319 Maryland teacher education candidates. The largest number of candidates continues to be in elementary education and early childhood education, two areas that are never on the critical shortage list.

Content Area Shortages

It is important to compare the critical shortage areas identified in Table 2 with data in Table 6 to note the number of teacher education candidates by content area in Maryland's critical shortage areas. Below are numbers of Maryland teacher education candidates for the past three years in those areas that are continually on the critical shortage list.

Teacher Education Candidates Eligible for Initial Certification

Critical Shortage Area	2000-2001	2001-2002	2002-2003
• Computer science	1	1	1
• ESOL	38	41	35
• Mathematics	69	61	87
• Chemistry	14	12	7
• Physics	3	5	3
• Special education:			
○ Generic infant/primary – grade 3	22	35	15
○ Generic grade 6-adult	49	54	45
• Technology education	0	3	2

Figure 6, *Trend Data: Teacher Education Candidates Prepared by Maryland Institutions, 1992-1993 to 2004-2005*, shows the number of teacher education candidates from Maryland institutions eligible for initial certification over a period of ten years and projections for the next two years. This figure makes it clear that Maryland institutions of higher education have not produced the number of new teachers needed in the state.

Table 6
Supply of Maryland-Prepared Candidates by Certification Area
2002-2003

Certification Area	Total New Teacher Supply
Total	2,319
Art (PreK-12)	70
Career/Technology Education (7-12)	10
Agriculture	1
Business Education	6
Family & Consumer Sciences	1
Technology Education	2
Trades & Industry	0
Health Occupations	0
Computer Science (7-12)	1
Early Childhood (PreK-3)	237
Elementary Education (1-6 & middle school)	1,141
English/Language Arts (7-12)	134
English	130
Speech	4
ESOL(PreK-12)	35
Foreign Language (7-12)	23
French	7
German	2
Spanish	14
Latin	0
Russian	0
Other Foreign Languages	0
Health (7-12)	22
Mathematics (7-12)	87
Music (PreK-12)	48
Physical Education (PreK-12)	78
Science (7-12)	79
Biology	68
Chemistry	7
Earth/Space Science	1
Physical Science	0
Physics	3

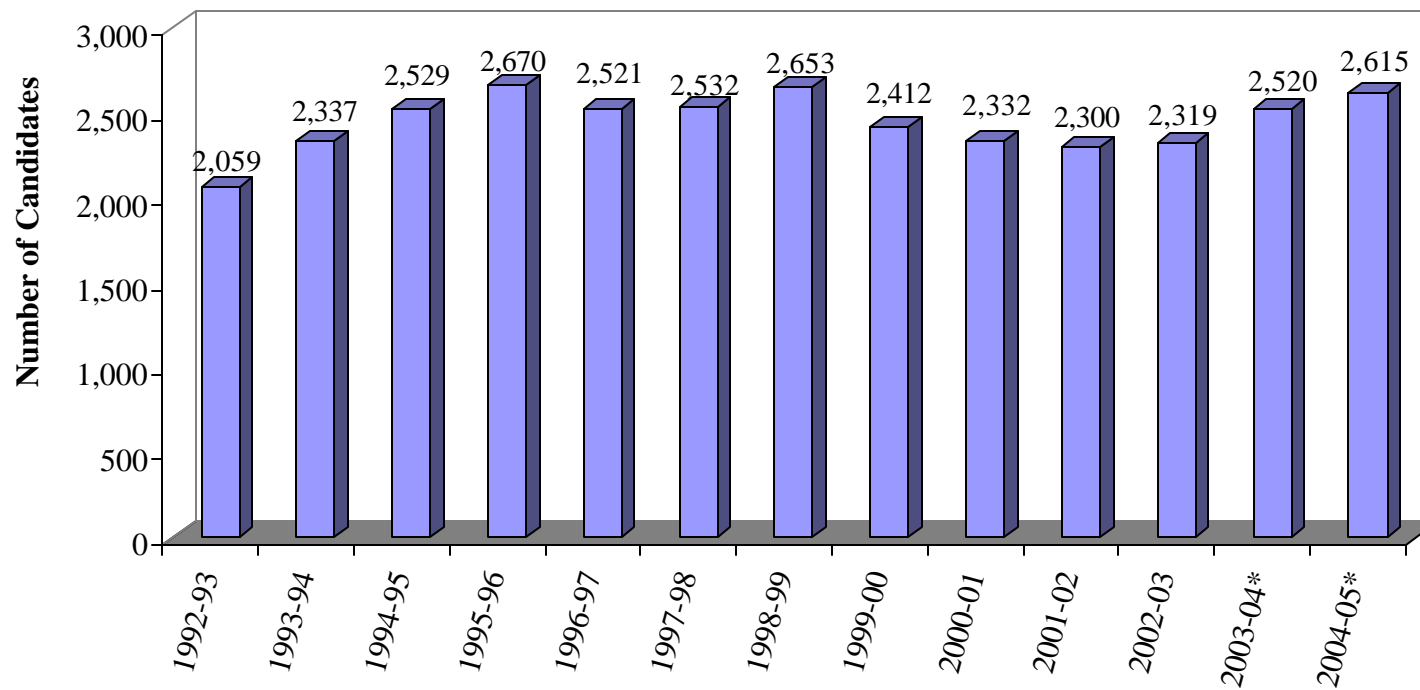
Table 6 (continued)
Supply of Maryland-Prepared Candidates by Certification Area
2002-2003

Certification Area	Total New Teacher Supply
Social Sciences (7-12)	161
Geography	0
History	43
Political Science	0
Social Science	118
Special Education	190
Generic: Infant/primary (birth-grade3)	15
Generic: Elementary/middle (grades 1-8)	100
Generic: Secondary/adult (grades 6-adult)	45
Hearing Impaired	5
Severely and Profoundly Disabled	25
Visually Impaired	0
Other Teaching Areas	3
Theater	3

SOURCE: Deans and Directors of Teacher Education, Maryland Institutions of Higher Education, May

NOTE: Includes graduates from summer 2002, fall 2002, & spring 2003.

Trend Data: Teacher Education Candidates Prepared by Maryland Institutions 1992-1993 to 2003-2004



*Anticipated teacher candidates are projected by Maryland higher education institutions.

Figure 6

Table 7, *Projected Teacher Candidates by Certification Area, 2003-2004 and 2004-2005*, reports the number of projected candidates by certification categories for the next two years. The projection is for 2,520 teacher education candidates (undergraduate and post-baccalaureate) in 2003-2004 and a projection of 2,615 in 2004-2005.

Institutional Data

Table 8, *Newly Eligible Maryland Teacher Candidates by Institution: 2002-2003*, reports the total number of teacher education candidates from Maryland colleges and universities. Of the 23 Maryland institutions with approved teacher education programs, seven institutions produce approximately 75.5% of the teacher candidates. Some of these numbers have increased from last year's report; others have decreased.

INSTITUTIONS WITH LARGEST NUMBER OF TEACHER CANDIDATES			
Institutions	Number of Teacher Candidates		
	2000-2001	2001-2002	2002-2003
Towson University	446	453	478
University of Maryland College Park	384	415	363
Salisbury University	243	248	286
Johns Hopkins University	194	215	221
University of Maryland Baltimore County	161	163	158
Frostburg State University	152	141	138
College of Notre Dame of Maryland	222	139	108

The institutions in the University System of Maryland (USM) account for 1,588 or 68.5% of the newly eligible teacher candidates prepared in Maryland during the 2002-2003 academic year. Towson University continues to prepare the largest number of

teacher candidates with 478, (20.6%), followed by University of Maryland College Park with 363, (15.7%). The USM campuses and their numbers include:

Bowie State University (77)	University of Maryland College Park (363)
Coppin State University (20)	University of Maryland Baltimore County (158)
Frostburg State University (138)	University of Maryland Eastern Shore (31)
Salisbury University (286)	University of Maryland University College (37)
Towson University (478)	

Johns Hopkins University (221) and the College of Notre Dame of Maryland (108) are the private institutions of higher education that produce the most teachers for Maryland and are among the top producers of teachers in the state.

Although Maryland's institutions of higher education produced 2,319 teacher candidates in 2002-2003, only 1,420 were hired as new teachers in Maryland for the 2003-2004 school year. There are several reasons why more are not hired. Some candidates are not native to Maryland and return to their home states to teach, while others may decide to move out-of-state, go to graduate school, pursue careers outside of teaching, or not enter the job market immediately.

Table 7
Projected Teacher Candidates by Certification Area
2003-2004 and 2004-2005
Maryland Institutions of Higher Education

Certification Area	2003-2004 MD Teacher Candidate Supply	2004-2005 MD Teacher Candidate Supply
Total	2,520	2,615
Art (PreK-12)	77	94
Career/Technology Education (7-12)	7	15
Agriculture	2	0
Business Education	5	12
Family & Consumer Sciences	0	0
Technology Education	0	3
Trades & Industry	0	0
Health Occupations	0	0
Computer Science (7-12)	1	0
Early Childhood (PreK-3)	277	269
Elementary Education (1-6 & middle school)	1,125	1,130
English/Language Arts (7-12)	145	151
English	143	149
Speech	2	2
ESOL(PreK-12)	52	54
Foreign Language (7-12)	43	58
French	7	10
German	2	4
Spanish	32	42
Latin	2	0
Russian	0	2
Other Foreign Languages	0	0
Health (7-12)	17	15
Mathematics (7-12)	94	97
Music (PreK-12)	44	61
Physical Education (PreK-12)	65	78
Science (7-12)	99	105
Biology	72	70
Chemistry	12	13
Earth/Space Science	8	8
Physical Science	0	0
Physics	7	14

Table 7 (continued)
Projected Teacher Candidates by Certification Area
2003-2004 and 2004-2005
Maryland Institutions of Higher Educaiton

Certification Area	2003-2004 MD Teacher Candidate Supply	2004-2005 MD Teacher Candidate Supply
Social Sciences (7-12)	189	194
Geography	0	0
History	76	62
Political Science	0	0
Social Science	113	132
Special Education	282	292
Generic: Infant/primary (birth-grade3)	30	34
Generic: Elementary/middle (grades 1-8)	131	130
Generic: Secondary/adult (grades 6-adult)	71	71
Hearing Impaired	9	12
Severely and Profoundly Disabled	33	35
Visually Impaired	8	10
Other Teaching Areas	3	2
Theater	3	2

SOURCE: Deans and Directors of Teacher Education, Maryland Institutions of Higher Education, May 2004

Table 8**Newly Eligible Maryland Teacher Candidates by Institution: 2002 -- 2003**

Institutions of Higher Education	Number of Teacher Candidates
Total	2,319
>Bowie State University	77
College Of Notre Dame of Maryland	108
Columbia Union College	10
>Coppin State University	20
>Frostburg State University	138
Goucher College	33
Hood College	28
Johns Hopkins University	221
Loyola College	81
McDaniel College (formerly Western Maryland College)	52
Maryland Institute College of Art	12
Morgan State University	29
Mt. St. Mary's College of Maryland	83
Peabody Institute, Johns Hopkins University	6
St. Mary's College of Maryland	24
>Salisbury University	286
>Towson University	478
>University of Maryland Baltimore County	158
>University of Maryland College Park	363
>University of Maryland Eastern Shore	31
>University of Maryland University College	37
Villa Julie College	34
Washington College	10

> Institutions of higher education that are part of the University System of Maryland.

SOURCE: Deans and Directors, Maryland Institutions of Higher Education, May 2004.

SECTION V: MINORITY AND GENDER DATA

The Maryland State Department of Education collects minority and gender data on teacher candidates from Maryland institutions of higher education and on new hires reported by the local school systems. This information is vital because of the state's commitment to a diverse teacher workforce.

Minority Data

Table 9, *Trend Data: Minority Maryland Teacher Candidates: 1998-1999 to 2002-2003*, displays minority trend data of newly eligible teachers prepared by Maryland institutions of higher education for the past five years. The minority designation includes African-American, Asian, Hispanic, and Native American. For the last five years, the percent of minority teacher candidates has slowly increased from 18.4% in 1998-1999 to 19.2% in 2002-2003. For 2002-2003, the largest number of minority teacher candidates graduated in elementary education, special education and early childhood.

Table 10, *Minority New Hires by Certification Area: Maryland Public Schools: Through October 2003*, includes the number and percent of minority new hires by certification area. Of the 5,929 new hires, 1,568 or 26.4% were minorities. Of these minority new hires, 643 were beginning new hires while 925 were experienced new hires. The largest number of minority new hires is in elementary education (514), special education (181), mathematics (150), English/language arts (133), and early childhood (105).

Table 9

Trend Data: Minority* Maryland Teacher Candidates 1998-1999 to 2002-2003

Certification Area	1998-99			1999-00			2000-01			2001-02			2002-03		
	Total	Minority		Total	Minority		Total	Minority		Total	Minority		Total	Minority	
		Number	%		Number	%		Number	%		Number	%		Number	%
Total	2,683	495	18.4	2,412	384	15.9	2,332	421	18.1	2,300	467	20.3	2,319	445	19.2
Art	62	5	8.1	64	5	7.8	81	14	17.3	69	10	14.5	70	6	8.6
Career/Technology Ed.	13	6	46.2	18	4	22.2	11	1	9.1	12	4	33.3	10	3	30.0
Computer Science	1	0	0.0	0	0	N/A	1	1	100.0	1	1	100.0	1	0	0.0
Early Childhood	358	40	11.2	319	37	11.6	294	54	18.4	277	47	17.0	237	35	14.8
Elementary Education	1,076	168	15.6	961	137	14.3	1,042	182	17.5	1,033	205	19.8	1,141	236	20.7
English/Language Arts	124	17	13.7	127	19	15.0	119	23	19.3	126	20	15.9	134	30	22.4
ESOL	31	8	25.8	20	4	20.0	22	10	45.5	41	20	48.8	35	16	45.7
Foreign Languages	43	10	23.3	52	10	19.2	55	12	21.8	40	7	17.5	23	6	26.1
Health/Physical Ed.	153	20	13.1	148	19	12.8	127	12	9.4	110	10	9.1	100	9	9.0
Mathematics	81	13	16.0	67	9	13.4	69	6	8.7	61	7	11.5	87	16	18.4
Music	42	7	16.7	50	13	26.0	40	8	20.0	46	11	23.9	48	7	14.6
Science	92	6	6.5	111	8	7.2	89	10	11.2	76	15	19.7	79	13	16.5
Social Sciences	189	23	12.2	186	22	11.8	174	25	14.4	155	22	14.2	161	20	12.4
Special Education	412	172	41.7	279	96	34.4	202	63	31.2	249	88	35.3	190	48	25.3
Other Teaching Areas^	6	0	0.0	10	1	10.0	6	0	0.0	4	0	0.0	3	0	0.0

* Minority includes African American, Asian, Hispanic, and Native American.

^ Other teaching areas include theater.

Table 10

**Minority* New Hires by Certification Area
Through October 2003
Maryland Public Schools**

Certification Area	Total New Hires			Beginning New Hires			Experienced new hires		
	Total	Minority		Total	Minority		Total	Minority	
		No.	Percent		No.	Percent		No.	Percent
Total New Teachers	5,929	1,568	26.4%	3,084	643	20.8%	2,845	925	32.5%
Art	141	28	19.9%	86	16	18.6%	55	12	21.8%
Career/Technology Education	197	63	32.0%	85	22	25.9%	112	41	36.6%
Agriculture	5	0	0.0%	5	0	0.0%	0	0	0.0%
Business Education	61	27	44.3%	24	6	25.0%	37	21	56.8%
Family & Consumer Sciences	51	15	29.4%	18	7	38.9%	33	8	24.2%
Technology Education	50	12	24.0%	20	6	30.0%	30	6	20.0%
Trades and Industry	28	9	32.1%	16	3	18.8%	12	6	50.0%
Health Occupations	2	0	0.0%	2	0	0.0%	0	0	0.0%
Computer Science	28	13	46.4%	20	9	45.0%	8	4	50.0%
Early Childhood	427	105	24.6%	214	35	16.4%	213	70	32.9%
Elementary Education	2,054	514	25.0%	1,188	247	20.8%	866	267	30.8%
English/Language Arts	505	133	26.3%	268	57	21.3%	237	76	32.1%
ESOL	78	20	25.6%	38	10	26.3%	40	10	25.0%
Foreign Language	205	74	36.1%	102	33	32.4%	103	41	39.8%
French	45	16	35.6%	21	6	28.6%	24	10	41.7%
German	5	1	20.0%	1	0	0.0%	4	1	25.0%
Spanish	143	55	38.5%	76	26	34.2%	67	29	43.3%
Latin	7	0	0.0%	1	0	0.0%	6	0	0.0%
Russian	1	0	0.0%	1	0	0.0%	0	0	0.0%
Other Foreign Language	4	2	50.0%	2	1	50.0%	2	1	50.0%
Health/Physical Education	268	52	19.4%	141	17	12.1%	127	35	27.6%
Mathematics	417	150	36.0%	206	65	31.6%	211	85	40.3%
Music	217	46	21.2%	108	21	19.4%	109	25	22.9%

* Minority includes African-American, Asian, Hispanic and Native American.

Table 10 (continued)

**Minority* New Hires by Certification Area
Maryland Public Schools: Through October 2003**

Certification Area	Total New Hires			Beginning New Hires			Experienced New Hires		
	Total	Minority		Total	Minority		Total	Minority	
		No.	Percent		No.	Percent		No.	Percent
Science	373	106	28.4%	177	33	18.6%	196	73	37.2%
Biology	208	63	30.3%	110	22	20.0%	98	41	41.8%
Chemistry	57	12	21.1%	25	3	12.0%	32	9	28.1%
Earth/Space Science	25	6	24.0%	7	1	14.3%	18	5	27.8%
General Science	51	15	29.4%	17	3	17.6%	34	12	35.3%
Physical Science	11	4	36.4%	7	1	0.0%	4	3	/
Physics	21	6	28.6%	11	3	27.3%	10	3	30.0%
Social Sciences	317	65	20.5%	171	22	12.9%	146	43	29.5%
Geography	2	1	50.0%	1	1	100.0%	1	0	0.0%
History	62	17	27.4%	39	10	25.6%	23	7	30.4%
Political Science	3	1	33.3%	2	1	50.0%	1	0	0.0%
Social Studies	250	46	18.4%	129	10	7.8%	121	36	29.8%
Special Education	637	181	28.4%	249	47	18.9%	388	134	34.5%
K-12	25	7	28.0%	1	0	0.0%	24	7	29.2%
Generic: Infant/primary	63	15	23.8%	31	4	12.9%	32	11	34.4%
Generic: Elementary/middle	323	93	28.8%	113	21	18.6%	210	72	34.3%
Generic: Secondary/adult	203	64	31.5%	92	21	22.8%	111	43	38.7%
Hearing Impaired	13	0	0.0%	5	0	0.0%	8	0	0.0%
Severely and Profoundly Disabled	7	2	28.6%	5	1	20.0%	2	1	50.0%
Visually Impaired	3	0	0.0%	2	0	0.0%	1	0	0.0%
Other Teaching Areas^	65	18	27.7%	31	9	29.0%	34	9	26.5%

* Minority includes African-American, Asian, Hispanic and Native American.

^ Other teaching areas include drama/theater, dance, economics, and psychology.

Table 11, *Trend Data for Minority New Hires: 1999-2000 to 2003-2004*, displays the data on minority new hires for the past five years. The number and percent of minority new hires increased each year from 2,048 (27.9%) in 1999-2000 to 2,318 (31.1%) in 2002-2003. This year, 2003-2004, the number decreased to 1,568 (26.4%). While the percentage of minority new hires with experience increased slightly, there was a substantial drop in the percentage of beginning new hires who were minorities. This downward trend will be closely monitored.

Minority Data of All Maryland Teachers and Students

The minority teacher hiring data can be contrasted with the minority data available on all Maryland K-12 students and all Maryland teachers. About half of the K-12 students are minorities, and about a fourth of the teachers are minorities. DAA reports that of the 869,113 Maryland K-12 students enrolled in September 2003, 50.4% were Caucasian, and 49.6% were minorities. The student minorities include African-American (37.9%), Hispanic (6.4%), Asian/Pacific Islander (4.9%), and American Indian/Alaskan Native (0.4%).

Among the 56,276 Maryland teachers, 75.8% were Caucasian and 24.2% were minorities. The teacher minorities include African-American (21.2%), American Indian (0.3%), Asian (1.4%) and Hispanic (1.3%).

Gender Data

Teaching has long been a predominately female occupation, and the gender data of both the new hires and the teacher candidates in this report show this is still true. Table 12, *New Hires in Certification Areas by Gender through October 2003*, reports

that 24.7% of the newly hired teachers were males and 75.3% were females. These percentages, a three to one ratio, females to males, have been relatively stable over the last several years.

Female new hires dominate in elementary education, special education, early childhood, and English/language arts. Males only exceed females in the number of new hires in the social sciences. The number of males hired in health/physical education is close to the number of females and the number of male and female new hires in computer science, 14 each, is identical this year.

Table 13, *Maryland Teacher Candidates in Certification Areas by Gender, 2002-2003*, indicates that the percent of male teacher candidates from Maryland institutions of higher education is 16.9%, while the percent of female teacher candidates is 83.1%. The percentage of males is higher in social sciences, music, career/technology education, and mathematics. The percentage of females is higher in early childhood, ESOL, elementary education, and special education. DAA reports that the gender of all Maryland teachers includes 23.1% males and 76.9% females. These percentages are identical to those reported last year.

Summary

The percentage of minority new hires this year is 26.4% and is slightly more than the minority Maryland teacher population as a whole (24.2%). This represents a decrease in minority hiring from 2002-2003 (31.1%) and is the first year since 1999-2000 in which a decrease has occurred. There continues to be a higher percentage of minorities among Maryland K-12 students, 49.6%, than among their teachers.

The ratio of male/female teachers has not changed much over the years. The new hires include 24.7% males and 75.3% females, while the total number of Maryland teachers includes 23.1% males and 76.9% females. The teaching profession in Maryland and in the nation remains predominately white and female.

Table 11

**Trend Data: Minority* New Hires
1999 - 2000 to 2003 - 2004**

Certification Area	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
	Minority			Minority			Minority			Minority			Minority		
	Total	Number	%	Total	Number	%	Total	Number	%	Total	Number	%	Total	Number	%
Total New Teachers	7,329	2,048	27.9%	7,649	2,174	28.4%	7,385	2,277	30.8%	7,445	2,318	31.1%	5,929	1,568	26.4%
Art	154	26	16.9%	194	33	17.0%	157	40	25.5%	221	48	21.7%	141	28	19.9%
Career/Technology Ed	270	108	40.0%	269	109	40.5%	232	97	41.8%	183	83	45.4%	197	63	32.0%
Computer Science	6	4	66.7%	13	11	84.6%	11	6	54.5%	18	8	44.4%	28	13	46.4%
Early Childhood	691	146	21.1%	668	169	25.3%	633	198	31.3%	555	167	30.1%	427	105	24.6%
Elementary Education	2,841	720	25.3%	2,794	729	26.1%	2,727	779	28.6%	2,692	774	28.8%	2,054	514	25.0%
English/Language Arts	522	142	27.2%	579	166	28.7%	625	202	32.3%	566	165	29.2%	505	133	26.3%
ESOL	59	14	23.7%	86	33	38.4%	103	28	27.2%	104	37	35.6%	78	20	25.6%
Foreign Language	191	63	33.0%	228	78	34.2%	197	59	29.9%	207	85	41.1%	205	74	36.1%
Health/Physical Ed	299	70	23.4%	347	93	26.8%	333	94	28.2%	329	91	27.7%	268	52	19.4%
Mathematics	344	115	33.4%	383	117	30.5%	386	130	33.7%	396	133	33.6%	417	150	36.0%
Music	230	60	26.1%	298	62	20.8%	235	61	26.0%	329	78	23.7%	217	46	21.2%
Science	422	141	33.4%	427	113	26.5%	467	165	35.3%	467	150	32.1%	373	106	28.4%
Social Sciences	438	110	25.1%	491	120	24.4%	450	104	23.1%	469	94	20.0%	317	65	20.5%
Special Education	827	318	38.5%	841	330	39.2%	799	303	37.9%	855	384	44.9%	637	181	28.4%
Other Teaching Areas^	35	11	31.4%	31	11	35.5%	30	11	36.7%	54	11	20.4%	65	18	27.7%

* Minority includes African-American, Asian, Hispanic and Native American.

^ Other teaching areas include: theater/drama, dance, speech/communication, and other foreign languages.

Table 12

**New Hires in Certification Areas by Gender
Through October 2003
Maryland Public Schools**

Certification Area	Total	Male		Female	
		Number	Percent	Number	Percent
Total New Teachers	5,929	1,464	24.7%	4,465	75.3%
Art	141	36	25.5%	105	74.5%
Career/Technology Education	197	88	44.7%	109	55.3%
Computer Science	28	14	50.0%	14	50.0%
Early Childhood	427	15	3.5%	412	96.5%
Elementary Education	2,054	304	14.8%	1,750	85.2%
English/Language Arts	505	110	21.8%	395	78.2%
ESOL	78	13	16.7%	65	83.3%
Foreign Language	205	38	18.5%	167	81.5%
Health/Physical Education	268	130	48.5%	138	51.5%
Mathematics	417	175	42.0%	242	58.0%
Music	217	83	38.2%	134	61.8%
Science	373	137	36.7%	236	63.3%
Social Sciences	323	173	53.6%	150	46.4%
Special Education	637	117	18.4%	520	81.6%
Other Teaching Areas*	59	31	52.5%	28	47.5%

* Other teaching areas include daance, drama/theater, driver education, and outdoor education.

Table 13

**Maryland Teacher Candidates in Certification Areas by Gender
2002-2003**

Certification Area	Total	Male		Female	
		Number	Percent	Number	Percent
Total New Teachers	2,319	393	16.9%	1,926	83.1%
Art (PreK-12)	70	6	8.6%	64	91.4%
Career/Technology Education (7-12)	10	4	40.0%	6	60.0%
Computer Science (7-12)	1	0	0.0%	1	100.0%
Early Childhood (PreK-3)	237	4	1.7%	233	98.3%
Elementary Education (1-6 & middle scho	1,141	136	11.9%	1,005	88.1%
English/Language Arts (7-12)	134	22	16.4%	112	83.6%
ESOL (PreK-12)	35	5	14.3%	30	85.7%
Foreign Language (7-12)	23	3	13.0%	20	87.0%
Health/Physical Education (PreK-12)	100	44	44.0%	56	56.0%
Mathematics (7-12)	87	21	24.1%	66	75.9%
Music (PreK-12)	48	16	33.3%	32	66.7%
Science (7-12)	79	21	26.6%	58	73.4%
Social Sciences (7-12)	161	87	54.0%	74	46.0%
Special Education	190	23	12.1%	167	87.9%
Other Teaching Areas*	3	1	33.3%	2	66.7%

*Other teaching areas include drama/theater.

SECTION VI: RECOMMENDATIONS TO THE MARYLAND STATE BOARD OF EDUCATION

The Maryland State Department of Education has identified teaching and geographic areas of critical shortages. Listed below are two recommendations presented for approval to the Maryland State Board of Education consistent with §18-703 of the Annotated Code of Maryland regarding the Sharon Christa McAuliffe Memorial Teacher Education Award. A third recommendation concerning gender and diversity is also presented.

Recommendation 1: The Maryland State Board of Education declare the following content areas as critical shortage areas:

- Career and technology education areas (7-12);
 - Business education,
 - Family and consumer sciences,
 - Health occupations, and
 - Technology education.
- Computer science (9-12);
- English for speakers of other languages (ESOL), (Pre-K-12);
- Foreign languages (7-12);
 - German,
 - Spanish, and
 - Latin.
- Mathematics (7-12);
- Science areas (7-12);
 - Chemistry,
 - Earth/space,
 - Physical science, and

- Physics.
- Special education areas;
 - Generic: infant/primary (birth-grade 3),
 - Generic: elementary/middle – grades 1-8,
 - Generic: secondary/adult (grades 6 – adult),
 - Hearing impaired,
 - Severely and profoundly disabled, and
 - Visually impaired.

Recommendation 2: The Maryland State Board of Education declare the following 24 Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

- | | |
|------------------------|----------------------------|
| 1. Allegany County | 13. Harford County |
| 2. Anne Arundel County | 14. Howard County |
| 3. Baltimore City | 15. Kent County |
| 4. Baltimore County | 16. Montgomery County |
| 5. Calvert County | 17. Prince George's County |
| 6. Caroline County | 18. Queen Anne's County |
| 7. Carroll County | 19. St. Mary's County |
| 8. Cecil County | 20. Somerset County |
| 9. Charles County | 21. Talbot County |
| 10. Dorchester County | 22. Washington County |
| 11. Frederick County | 23. Wicomico County |
| 12. Garrett County | 24. Worcester County |

Recommendation 3: The Maryland State Board of Education declare a shortage of teachers who are males and teachers who are members of minority groups.

APPENDICES

EDUCATION

§ 18-703. Sharon Christa McAuliffe Memorial Teacher Education Award

(a) *Definitions.* - In this section the following words have the meanings indicated.

(1) "Public school" means a school in the public elementary and secondary education system in this State.

(2) "Eligible institution" means an accredited college or university that has a program of undergraduate or graduate studies that would certify the recipient to teach in this State in an area of critical shortage and which is:

- (i) Authorized by the Maryland Higher Education Commission; and
- (ii) Approved by the State Board of Education.

(3) "Area of critical shortage" means an academic field identified by the State Board of Education in accordance with the provisions of subsection (h) of this section as having projected employment vacancies which substantially exceed projected qualified graduates.

(4) "Area of geographic shortage" means a geographic area of the State identified by the State Board of Education as less able than others in the State to satisfy the need for public school teachers in an academic field identified for at least 3 years as an area of critical shortage.

(5) "Degreed recipient" means a recipient of a tuition assistance grant under this section who possesses an undergraduate or graduate degree.

(6) "Non-degreed recipient" means a recipient of a tuition assistance grant awarded under this section who does not possess an undergraduate or graduate degree in an area of critical shortage.

(7) "Teacher recipient" means a recipient of a tuition assistance grant awarded under this section employed or certified as a teacher in a field which is not an area of critical shortage.

(8) "Service obligation" means to teach in the State in an area of geographic or critical shortage in a public school.

(9) "Tuition assistance" means any funds provided for the cost of basic instructional charges, fees, room, board, or other related educational expenses.

(b) *Award established.* -

(1) Economic Development Student Assistance Grants to be known as the Sharon Christa McAuliffe Memorial Teacher Education Award may be awarded as teacher education tuition assistance grants.

(2) The Administration shall award annually to eligible applicants tuition assistance grants for the education of persons to teach in areas of critical or geographic shortage.

(3) The recipient of a teacher education tuition assistance grant shall use the award at an eligible institution.

(4) The State Board of Education may adopt rules and regulations to determine academic criteria for selection of tuition assistance recipients from eligible applicants.

(c) *Qualifications of recipients.* - A recipient of a tuition assistance grant shall:

(1) Qualify as follows:

(i) Have earned 60 credits of undergraduate collegiate education and be enrolled in or sign a letter of intent to enroll in a program leading to certification to teach in an area of critical or geographic shortage and be selected by the Administration on a competitive basis among qualified applicants based on academic criteria, not limited to standardized tests, established by the State Board of Education; or

(ii) Have an undergraduate or graduate degree and be enrolled in or sign a letter of intent to enroll in courses leading to certification to teach in an area of critical or geographic shortage and be selected among qualified applicants on a competitive basis based on academic criteria established by the State Board of Education; or

(iii) Persons who are already teachers shall:

1. Be nominated by the superintendent of schools of the system in which the person teaches or intends to teach; and

2. Enroll as a student in courses required for teacher certification in an academic area in which there is a critical or geographic shortage of teachers; and

3. Be selected by the Administration on a competitive basis among qualified applicants based on criteria established by the State Board of Education;

(2) Sign a letter of intent as follows:

(i) A non-degreed recipient who is not already a teacher shall be enrolled in or sign a letter of intent to enroll in an eligible institution as a student in an undergraduate program necessary for teacher education; or

(ii) A degreed recipient shall enroll in or sign a letter of intent to enroll in courses leading to certification to teach in an area of critical or geographic shortage; or

(iii) A recipient who is already a teacher shall sign a letter of intent to enroll in an eligible institution as a student in a teacher certification program in an area in which there is a critical or geographic shortage of teachers;

(3) Perform the service obligation upon completion of required studies;

(4) Maintain a grade point average of at least 3.0 on a 4.0 scale and advance in academic standing at least 1 year in each year in which an award is renewed; and

(5) Satisfy whatever other criteria the Administration and the State Board of Education establish.

(d) *Prohibited.* - Grants to teacher recipients may not be used to supplant retraining efforts by local boards of education.

(e) *Amount of award.* -

(1) For a full-time student, the annual amount of tuition assistance shall be equal to the cost of tuition, mandatory fees, and room and board, not to exceed the lesser of costs incurred for the program required for teacher certification in an area of critical or geographic shortage or the sum of these costs for a full-time undergraduate in-state resident student at the University of Maryland, College Park.

(2) For a part-time student, the amount of an award may not exceed the applicable cost of tuition and mandatory fees for a comparable undergraduate in-state student at the University of Maryland, College Park.

(f) *Removal of award.* -

- (1) A non-degreed recipient may renew an award for 1 year if the recipient:
 - (i) Remains an undergraduate student in an area of critical or geographic shortage; and
 - (ii) Maintains a grade point average of at least 3.0 on a 4.0 scale and advances in academic standing at least 1 year for each year for which an award is renewed.
- (2) A degreed recipient and a teacher recipient may renew an award for 1 year if that recipient maintains a grade point average of at least 3.0 on a 4.0 scale.

(g) *Annual certification of areas of critical or geographic shortage.* -

(1) The State Superintendent of Schools shall project annually the number of vacancies for employment expected in each of the subsequent 5 years in areas of critical or geographic shortage and the number of students expected to graduate from programs qualifying them to teach in these fields during the same period. The State Superintendent of Schools shall certify annually to the Administration those programs that continue to be areas of critical or geographic shortage as evidenced by projected employment vacancies substantially exceeding projected qualified graduates.

(2) In any year in which an area is determined by the State Superintendent of Schools to no longer be an area of critical or geographic shortage, the Administration shall discontinue making new awards in that area.

(3) Deletion of any academic field as an area of critical or geographic shortage does not:

(i) Terminate the right of existing recipients to renew awards under § 18-704(d) of this subtitle; or

(ii) If the recipient continues to teach in a public school in this State in that academic field, invoke the provisions of § 18-701 (e) (1) of this subtitle or disqualify the recipient under the provisions of § 18-701 (e) (2) of this subtitle.

(h) *Funding.* - Funds for the Teacher Education Tuition Assistance Program shall be as provided in the annual budget of the Commission by the Governor. (1991, ch. 462, § 4; 1992, ch. 22, § 1; 1993, ch. 5, § 1.)

The Annotated Code of the Public General Laws of Maryland: Education, 1999 pp.633-635.

Appendix B

Supply and Demand of Non-Classroom Professionals

The Quality Teacher Work Group recommended in their final report in February 2003 that MSDE begin to collect data on non-classroom professionals to be able to predict in the future areas of critical shortage. PRIM requires five years of data of to be able to calculate shortages. This is the second year these data have been collected.

Staffing Projections of Local School Systems for Non-Classroom Professionals

Non-Classroom Professionals	Projected needs	
	2004-2005	2005-2006
1. Guidance Counselor	162	184
2. Library / Media Specialist	85	82
3. Reading Specialist	74	60
4. School Psychologist	37	31
5. Principal	89	88

The data were collected from the local school systems, May 2004.

Supply of Non-Classroom Professionals from Maryland Institutions of Higher Education

Non-Classroom Professionals	Graduates 2002-03	Projected 2003-04	Projected 2004-05
1. Guidance Counselor	116	128	119
2. Library / Media Specialist	37	8	60
3. Reading Specialist	227	161	166
4. School Psychologist	11	16	18
5. Principal	360	345	383

The data were collected from the institutions of higher education, May 2004.

Appendix C

Quality Teacher Incentive Act Number and Types of Teacher Incentive Grants Awarded 2003-2004

Local School System	Number of NBC** teachers	NBC teacher stipends	Number APC*** teachers	APC teacher wards	No. teacher signing bonuses	Signing bonus awards	Total of award amounts
Allegany	22	25,968.00	27	54,000.00	8	8,000.00	87,968.00
Anne Arundel	8	16,000.00	338	676,000.00	48	48,000.00	740,000.00
Baltimore City	12	24,000.00	950	1,900,000.00	4	4,000.00	1,928,000.00
Baltimore County	34	68,000.00	328	656,000.00	153	153,000.00	877,000.00
Calvert *	5	10,000.00	0	0.00	15	15,000.00	25,000.00
Caroline	2	4,000.00	0	434,000.00	3	3,000.00	441,000.00
Carroll *	3	6,000.00	0	0.00	27	27,000.00	33,000.00
Cecil *	7	14,000.00	0	0.00	20	20,000.00	34,000.00
Charles	12	22,000.00	29	58,000.00	17	17,000.00	97,000.00
Dorchester	2	4,000.00	74	148,000.00	1	1,000.00	153,000.00
Frederick *	13	13,000.00	0	0.00	36	36,000.00	49,000.00
Garrett *	2	2,000.00	0	0.00	5	5,000.00	7,000.00
Harford *	5	10,000.00	0	0.00	38	38,000.00	48,000.00
Howard *	18	18,000.00	0	0.00	49	49,000.00	67,000.00
Kent *	1	2,000.00	0	0.00	1	1,000.00	3,000.00
Montgomery	120	240,000.00	429	858,000.00	86	86,000.00	1,184,000.00
Prince George's	24	48,000.00	426	852,000.00	0	32,000.00	932,000.00
Queen Anne's *	7	14,000.00	0	0.00	0	0.00	14,000.00
Somerset *			0	0.00	3	3,000.00	3,000.00
St. Mary's *	5	10,000.00	0	0.00	0	15,000.00	25,000.00
Talbot *	2	4,000.00	0	0.00	0	0.00	4,000.00
Washington	7	14,000.00	57	114,000.00	25	25,000.00	153,000.00
Wicomico *	8	16,000.00	0	0.00	9	9,000.00	25,000.00
Worcester *	2	4,000.00	0	0.00	4	4,000.00	8,000.00
Edison Schools	0	0.00	8	16,000.00	0	0.00	16,000.00
Total	321	\$588,968	2666	\$5,766,000	552	\$599,000	\$6,953,968

* Local school systems that are eligible for Advanced Professional Certificate stipends because one or schools are reconstituted or are designated as reconstitution-eligible or challenged.

** NBC - National Board Certified Teachers

*** APC - Advanced Professional Certificate

Source: Maryland State Department of Education, July 2004

Retired Teachers and Principals Reemployed by Local School Systems

	2001-2002		2002-2003		2003-2004	
	Teachers Reemployed	Principals Reemployed	Teachers Reemployed	Principals Reemployed	Teachers Reemployed	Principals Reemployed
Allegany	0	0	0	0	*	*
Anne Arundel	34	0	27	0	*	*
Baltimore City	4	1	0	0	*	*
Baltimore Co.	48	1	141	16	*	*
Calvert	7	0	10	0	*	*
Caroline	0	0	0	0	*	*
Carroll	2	0	7	3	*	*
Cecil	3	0	3	0	*	*
Charles	5	0	25	0	*	*
Dorchester	0	0	1	0	*	*
Frederick	29	5	57	0	*	*
Garrett	0	0	0	0	*	*
Harford	0	0	0	0	*	*
Howard	11	0	11	0	*	*
Kent	0	1	0	0	*	*
Montgomery	3	0	0	0	*	*
Prince George's	583	12	610	18	*	*
Queen Anne's	1	0	0	0	*	*
St. Mary's	0	0	0	0	*	*
Somerset	1	0	0	0	*	*
Talbot	0	0	1	0	*	*
Washington	1	0	0	0	*	*
Wicomico	17	0	15	0	*	*
Worcester	3	0	5	0	*	*
Total number	752	20	913	37	764	10

NOTE: The numbers reflect the reemployed retired teachers and principals. The data are unaudited .

*The breakdown of the data by LEA from the State Retirement Agency is not available for 2003-2004.

Source: Maryland State Retirement Agency, August 2002, July 2003, July 2004..

APPENDIX E

Two Year Comparison: Teachers Issued a Conditional Certificate* 2002-2003 and 2003-2004

School System	2002-2003**			2003-2004***		
	Number of Teachers	Number of Conditional Teachers	Percent of Conditional Teachers	Number of Teachers	Number of Conditional Teachers	Percent of Conditional Teachers
Allegany	688	6	0.9%	690	10	1.4%
Anne Arundel	4,596	249	5.4%	4,583	229	5.0%
Baltimore City	6,515	1,931	29.6%	6,168	1,668	27.0%
Baltimore County	7,320	608	8.3%	7,527	576	7.7%
Calvert	1,026	63	6.1%	1,052	46	4.4%
Caroline	356	17	4.8%	361	15	4.2%
Carroll	1,707	75	4.4%	1,765	81	4.6%
Cecil	1,085	53	4.9%	1,054	55	5.2%
Charles	1,409	136	9.7%	1,454	144	9.9%
Dorchester	319	20	6.3%	317	14	4.4%
Frederick	2,488	128	5.1%	2,483	100	4.0%
Garrett	360	4	1.1%	360	2	0.6%
Harford	2,566	91	3.5%	2,322	68	2.9%
Howard	3,254	163	5.0%	3,377	120	3.6%
Kent	179	17	9.5%	170	10	5.9%
Montgomery	9,375	839	8.9%	9,371	481	5.1%
Prince George's	8,511	1,594	18.7%	8,267	1,257	15.2%
Queen Anne's	455	42	9.2%	463	40	8.6%
St. Mary's	983	46	4.7%	1,016	45	4.4%
Somerset	210	9	4.3%	218	10	4.6%
Talbot	312	21	6.7%	309	17	5.5%
Washington	1,351	25	1.9%	1,302	26	2.0%
Wicomico	1,019	72	7.1%	1,025	68	6.6%
Worcester	507	20	3.9%	515	14	2.7%
Edison Schools	114	29	25.4%	107	19	17.8%
STATE TOTAL	56,705	6,258	11.0%	56,276	5,115	9.1%

* A two-year conditional certificate is issued at the request of the local superintendent for individuals who do not meet the requirements of a professional certificate. The local superintendent may request a renewal based on state regulations.

** Based on teachers employed by local school systems as of October 15, 2002.

*** Based on teachers employed by local school systems as of October 15, 2003.

SOURCE: Maryland State Department of Education, June 2004.

Appendix F

Comparison Data: Newly Hired and Conditional Teachers*

2003 - 2004

Local School Systems	Total number of newly hired teachers	Total no. newly hired conditional teachers	Newly hired conditional teachers with experience	Newly hired conditional teachers with no experience	Percent of newly hired conditional teachers
Allegany	13	1	0	1	7.7%
Anne Arundel	591	118	51	67	20.0%
Baltimore City	621	208	47	161	33.5%
Baltimore County	888	162	64	98	18.2%
Calvert	97	16	6	10	16.5%
Caroline	43	7	5	2	16.3%
Carroll	173	23	20	3	13.3%
Cecil	99	23	7	16	23.2%
Charles	236	17	11	6	7.2%
Dorchester	36	4	3	1	11.1%
Frederick	222	44	19	25	19.8%
Garrett	16	2	0	2	12.5%
Harford	183	21	9	12	11.5%
Howard	388	18	14	4	4.6%
Kent	10	1	1	0	10.0%
Montgomery	754	184	60	124	24.4%
Prince George's	1,034	320	251	69	30.9%
Queen Anne's	72	14	3	11	19.4%
St. Mary's	122	20	11	9	16.4%
Somerset	15	2	2	0	13.3%
Talbot	34	5	0	5	14.7%
Washington	140	17	3	14	12.1%
Wicomico	79	17	0	17	21.5%
Worcester	41	6	3	3	14.6%
Edison Schools	22	1	1	0	4.5%
TOTAL	5,929	1,251	591	660	21.1%

*A two-year conditional certificate is issued at the request of the local superintendent for individuals who do not meet full requirements for a professional certificate. The superintendent may request a renewal according to state regulations.

SOURCE: Maryland State Department of Education, June 2004.